

Press “start” to learn:

Engagement for English learners from the virtual environment of video games

by

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Abstract

This case study is of a classroom from a public school in northwestern Puerto Rico comprised of 7th, 8th, and 9th graders in which the teacher incorporated video games seeks to explore how video games impact English language learning on the island. Observational, questionnaire, and interview data supported claims that video games are a form of *electronic entertainment* which is relevant and useful for students and teachers. The use of video games for classroom purposes is justified through Policy Letters and other normative documents required by the Department of Education of Puerto Rico. Successful video games and classrooms employ engaging practices which failing video games and classrooms omit. Therefore, lesson plans aligned with the English program's Content Standards and Grade-Level Expectations of 7th, 8th, and 9th grades in Puerto Rico are included as models to incorporate three commercial video games into the English classroom to attain engagement with language-learning lessons.

Resumen

Este estudio de caso en un salón de escuela pública en el noroeste de Puerto Rico con estudiantes de 7^{mo}, 8^{vo}, y 9^{no} grados (en el cual la maestra incorporó varios video juegos) busca explorar como impactan el aprendizaje del inglés. Los datos recopilados a través de observación, cuestionarios, y entrevista sustenta video juegos como una forma de entretenimiento electrónico relevante y útil para estudiantes y maestros. El uso de video juegos para propósitos educativos es justificado con cartas circulares y otros documentos normativos del Departamento de Educación de Puerto Rico. Los video juegos y salones exitosos comparten la característica de utilizar prácticas que captan atención y esfuerzo que video juegos y salones fracasados no incorporan. Incluyo planes de lecciones alineados con estándares de contenido y expectativas del programa de inglés para grados 7^{mo}, 8^{vo}, y 9^{no} como modelos para incorporar tres video juegos comerciales en las lecciones de inglés.

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Dedication

I dedicate this thesis to the belief that “all work” doesn’t necessarily mean “no play”.

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List of Abbreviations

ASA	American Sociological Association
BRB	Be Right Back
DEPR	Department of Education of Puerto Rico
EE	Electronic Entertainment
ECA	Exploration, Conceptualization, and Application
ESA	Entertainment Software Association
ESL	English as a Second Language
ESRB	Electronic System's Rating Board
GP	General Assumptions
GTG	Got To Go
IRB	Institutional Review Board
L2	Second Language
LOL	Laugh Out Loud
MMORPGs	Massively Multiplayer Online Role-Playing Games
NPC	Non-Player Character
PC	Personal Computer
PCE	“Plan Comprensivo Escolar”
RPGs	Role-Playing Games
SLA	Second Language Acquisition
UPRM	University of Puerto Rico at Mayagüez
VEs	Virtual Environments
WOW	World of Warcraft

Chapter 1: Introduction

Due to my personal experience with forms of *Electronic Entertainment (EE)* such as video games in shaping my English language abilities, I believe the use of the video game genre merits a close look at how it is a possible source for successful language learning specifically in Puerto Rico. I believe video games have the potential to be utilized in coordination with an English class for their suitability as a possible text and for their relevance among most students. I believe fruitful pedagogical practices found within contemporary commercial video games can be incorporated within a classroom containing many students who belong to a generation which constantly interacts with video games outside the classroom in the same way in which I still do.

For the purposes of this study, it is important to understand I am three things: I am an avid player of video games; I am a Puerto Rican raised in Puerto Rico; and I am an educator in Puerto Rico. My earliest memories of having fun include a television monitor and a game controller in-hand. I have always found video games to be experiences which I enjoyed both alone and with good friends. Television programming and the regular use of internet on a computer were big ways in which I entertained myself. However, playing video games is what held my attention the longest and to this day is my first choice for *EE*. I am also a Puerto Rican raised in Puerto Rico, therefore my home and school environments each featured Spanish; it was the language of the home, the language of the school, and the language of most other social interaction. The only social interactions which were the exception were video games, television, and computers. Lastly, as an English language teacher in Puerto Rico, I have a vested interest in developing clearer, more effective, and relevant approaches with which to engage students in learning.

As a student in the public school system of the Department of Education of Puerto Rico (DEPR), I consistently excelled in English classes without ever feeling I had put in great effort to the lessons of the class. When I gained admission into the college program where I studied English, and subsequently enrolled in teacher preparation training, the question of how I learned English grew on me. I would often be asked “How did a public school student develop his abilities in English?”. This is apparently a surprising result seeing as it was a question I was frequently asked by my school teachers, my university professors, and even my parents. The answer seemed to always include my exposure to television, computers, and video games in English. I engaged with all three of these activities to entertain myself. I never considered these a burden and I rarely found them boring—sadly, I could not say the same about my school and classwork. The engaging factor which I received from video games was missing from many of my school lessons and often, school would mostly provide grammar lessons which were out of context, simple, and as consequently not entertaining at all.

Rosas (2009) expressed that in Puerto Rico, students are not able to effectively express themselves with confidence in English even after the twelve years mandatory public schooling in which English is a course in each grade-level. This is a troubling reality. But how can it be a reality if I was one of those students who went through the twelve years of school, yet somehow managed to achieve confident abilities in English? I believe the answer lies in a difference in choice of entertainment between myself and the majority of students which Rosas refers to. I did not consider reading a book entertaining, so I instead turned to popular culture for my entertainment, much like Adams (2009) argues that many students do. I engaged with television, video games, and—later in life—computers in English. Out of the three, my preferred choice has always been video games.

Objective

This study explores the practicality of utilizing commercial video games in order to study their impact on the teaching strategies of teachers, engagement of students, and how both can be improved through the incorporation of video games. It focuses on how to boost the teaching-learning process of the English subject through the use of video games because, after concluding formal instruction, students are still not expressing themselves effectively in the English language in Puerto Rico (Rosas, 2009). Parting from this truth, this study aims to contribute to the growing literature which highlights the educational value of video games. It aspires to change the popular belief that games are not serious enough for educational purposes. In doing so, this study seeks to raise awareness of how relevancy with the student's context such as familiarity with *EE* can turn advantageous for a teacher who is struggling to attain and retain student interest and engagement.

In an effort to explore video game's impact on the teaching and learning of English in Puerto Rico, this study was guided by four research questions.

Research Questions

1. Do video games play a role in the learning of English in Puerto Rico? If so, to what extent?
2. Do video games enhance classroom lessons in Puerto Rico? If so, what are the characteristics of video games which do so?
3. Can video games be incorporated into the English learning curriculum in the Department of Education of Puerto Rico to help students achieve its Content Standard and Grade-Level Expectations for seventh, eighth, and ninth grade? If so, how can teachers utilize video games to demonstrate and enhance classroom lessons?

4. What instructional strategies and lesson plans can be developed with video games?

The answers to these research questions demonstrate *EE* does impact English learning in Puerto Rico. Television, computer, and video games each contribute to English learning on varying degrees. Video games can also enhance classroom lessons of various class subjects other than English. For example, student participants reported positive outcomes from forms of *EE* to benefit school subjects such as math, history, science, and Spanish. Video games were seen to comply with current requirements of the DEPR through the use of a written and oral report which used video games as their main text. Lesson plans developed with three commercial video games which demonstrate how their guided use can serve as foundation for lesson plans which target the requirements of the English program and planning requirements of the DEPR.

Justification

The technological advancements of video games merit a closer look at their pedagogical implications. Video games now offer much richer avenues of engagement which were not available in the 1980s or early 1990s. The video game industry, in its present form, is a culmination of many technological and creative artistic improvements which took place over the span of several decades. The birthdate of the first video game is debatable, largely because it depends on the definition of a “video game”. Regardless, it is undeniable that video games have matured from a simple push of a stick and a press of a button (Squire, 2003). The fact this medium has matured so rapidly calls attention to its impact on how video games accomplish sustained engagement from players, i.e., players willingly spend great amounts of hours playing them on a seemingly daily basis.

The term “video game” includes those which are playable on home consoles such as Sony’s PlayStation, Microsoft’s Xbox, and Nintendo’s Wii. They also include personal

computers (PC), and mobile devices such as smartphones or tablets. There are also other games designed for educational purposes, dubbed as *edutainment*, which run on several devices by companies with an interest in this type of educational software. However, this study will focus on and consider only those games playable on the home consoles mentioned above: the Xbox 360, PlayStation 3, Nintendo Wii, and the PC specifically. These console and computer video game experiences have become popular and profound with many players from many demographics engaging with them. Exploring how it is possible to adapt video games towards the learners of today is what this study hopes to achieve, especially among younger generations which are born at a time when this technology is widely accessible—what Prensky (2001) has dubbed as *Digital Natives*.

Comparisons of revenue data between video games, music, and motion pictures illustrates that, in their brief existence, games have become a popular choice for entertainment, slowly replacing long standing pillars of movies and music (Edery & Mollick, 2009). A medium garnering this much success and popularity in such a relative short amount of time, is deserving of a close look at its educational impact and potential uses since both music and television have previously been studied under the same suspicion of affecting learners' language learning.

Now that I am an educator interested in effective alternate ways for students to learn English, I cannot help but look at my own story with the English language and be fascinated by the opportunity to research the impacts of *EE* in the learning of English in Puerto Rico. In doing so, I am able to combine all three of my identities of video gamer, Puerto Rican, and educator. This allows me to research not only the student participants of this study, but also myself, allowing me to elaborate an answer to that question of “How did a public school student develop

his abilities in English?”. More importantly, this study would yield insights into having English-proficient public school students an *expected* result instead of a *surprising* one.

What to expect

This study focused on determining if video games play a role in the learning of English in Puerto Rico. It is important to note that although video games were the main form of *EE* of this study, various other forms of *EE* such as television and computer/internet use were also examined. Other popular forms of *EE* such as television and computer/internet use allowed for video games to be relatively placed according to their contributions to learning English in Puerto Rico.

Chapter 2: The Literature Review connects the Department of Education of Puerto Rico’s (DEPR) requirements for texts, general assumptions, and roles of the teacher to demonstrate how the DEPR’s requirements justify the use of video games as a relevant text. I also list ways in which video games can be utilized for learning purposes by exploring research previously done which incorporated video games as *EE* for class enhancement. The common concern of violence and other negative effects which video games have been notorious for are mentioned. Lastly, the key shared trait of video games’ abilities to engage players is explored and argued for.

Chapter 3: Methodology explains the entire process this research underwent. To facilitate the process and eliminate guess-work, this chapter ranges from a chronological listing of the necessary institutional and governmental permits and permissions along with the requirements needed to receive each permit. The research site and participants are described and introduced. The instruments used are listed and include details and justifications for their use.

Chapter 4: Results, Analysis, and Discussions answers the first three research questions which guided this study with a synthesis of the results from each instrument. The answers are

triangulated by utilizing the results of all three data-gathering instruments to analyze and discuss the conclusions.

Chapter 5: Lesson Plans expands on research question four and briefly addresses some of the common concerns of incorporating video games in a classroom. A set of lesson plans are provided for 7th, 8th, and 9th grades which comply with: the DEPR's Policy Letter 8-2013-2014 "Public Policy Which Guides the Curricular Content of the English Program for all Public Primary and Secondary Schools" (Política Publica Sobre el Contenido Curricular del Programa de Inglés para todas las escuelas públicas elementales, intermedias, y superiores), Policy Letter 14-2013-2014 "Public Policy on Planning of the Learning Process" (Política Pública Sobre Planificación del Proceso de Aprendizaje), the English program Curricular Framework (2003), Content Standards and Grade-Level Expectations (2007), the English Curriculum Maps (2011) and the Transversal Themes (2010). Each lesson plan features English classes revolving around the use of video games for educational purposes. Recommendations and ideas to successfully meet the DEPR's requirements while utilizing video games are shared and encouraged to be adopted.

Chapter 6: Conclusion contains a discussion of the pedagogical implications which this study has shown. It also lists limitations of this study and suggestions on how to replicate or expand upon in the future.

Chapter 2: Literature Review

Among professional contexts, the word “game” continues to have a negative connotation (Edery & Mollick, 2009). This is also somewhat true of “play” within an academic context, in which it is seen as frivolous (Sheldon, 2012). But what is overlooked, especially in academic contexts, is that play is among the oldest forms of learning; watch animals learn to hunt and you see them playing in simulated hunts (Squire, 2003). Just like animals learn from their play, it may be possible humans learn from play as well. However, for the purpose of this study, not just any play, but video game playing. There are some who might claim they have never played a video game of any kind, but “the odds are that they have, at the very least, played *Solitaire* or *Minesweeper* on Windows computer—perhaps to pass the time during a boring conference call” (Edery & Mollick, p. 6). Video games have become easily accessible and such a big part of many of the technological devices many do not leave their homes without, namely smartphones, tablets, or laptops, that it is almost impossible to never have played a video game of any kind.

According to Thorne, Black & Sykes (2009) who utilize the term *Virtual Environments* (*VEs*) as an umbrella term which includes a number of socially distinct internet interest spaces such as: social virtualities, commercial gaming spaces designed around goal-directed activity within fantasy world settings, and online environments designed to support educational objectives; video games fall into this category: they are a *VE*. *VEs* are of interest because of their immersive qualities which offer simultaneous engagement in both entertainment and learning for users worldwide. There is likely much to learn from the individual as well as collective success of the application of *VEs* to academic settings and their rising popularity as a form of *Electronic Entertainment* (*EE*) are reasons to take note of their potential.

Revenue is perhaps one of the most substantial facts available to compare the popularity of varying forms of *EE* with each other. This is done not to attach commercial value, but as insight into the values and beliefs which permeate culture and society. This comparison reveals an undeniable shift in popular consumption of video games as a significant option for entertainment when compared to other popular options such as the movie and music industry.

This revenue data serves as a marker of relevance to student populations. The Department of Education of Puerto Rico (DEPR) allows for the individual English teacher to bring in what he or she deems as relevant to students if it fulfills the learning goals of the Content Standards and Grade-Level Expectations (2007). Common beliefs that playing and learning are two distinct and unrelated events in a person's life have slowly begun to shift towards a more accurate and exciting view of playing as a tool to complement learning (Sheldon, 2012). These beliefs can open up the mindset of the utilization of video games fulfilling learnings goals within Puerto Rico.

This chapter is an overview of how the *VE* of video games has grown in popularity as a form of *EE* to the level in which they are relevant enough to students of Puerto Rico. I present justifications for how the DEPR's regulations allow for their use for academic purposes, complemented with other examples for their use in a number of educational contexts.

The importance of relevancy

One necessary feature for material which is brought into a classroom is relevance to the student, the teacher, and their shared context. "Relevance" can be debatable based on varying factors. Stout (2000) argues emphasis on relevance has the potential to breed self-centered narcissist learners who only care for what should be relevant and disregard learning out of pure curiosity, even if it is apparently irrelevant to their context. Nonetheless, several factors do

determine what seems relevant to a learner. Zeigler (2008) lists societal factors which might contribute to the levels of disinterest and some of them include: “single-parents homes, poverty, a lack of encouragement to read at home, television, video games, drugs, ... , lowered educational standards, the belief in success without effort, [and] fear of being labeled a nerd” (p. 518). A student who finds him or herself in a situation above, but not in another, will find certain elements irrelevant to his or her context. However, in his criticism for relevance holding a higher place in pedagogical practices than it should, Zeigler views these as irremediable ailments of our society, when, in fact, they are the precise factors which need to be utilized in the teachers’ and students’ favor. Utilizing such elements as television and video games to serve as relevant texts to a student’s interests would be much more helpful to students than simply rejecting those realities as distractions which compete with classroom learning.

The Content Standards and Grade-Level Expectations for the English program (2007) of the DEPR delineate the underlying theory of its entire program: Balanced Literacy. This theory provides “meaningful, relevant, and authentic... [reading, writing and oral opportunities in order to]...prepare our students for the real world and global community” (Content Standards, 2007, p. 13). Part of the English program’s mission is to offer “challenging, enriching, and integrated curriculum that takes into consideration the social, economical, cultural, and personal background of the student, including his/her knowledge and skills” (2003, p. 14). Relevancy to students is expressed to be a major factor at the moment of choosing the materials to utilize for a classroom. Achieving and maintaining the most relevant possible sources for classrooms then becomes one of the key features which the DEPR encourages on the English teachers it employs. To accomplish this goal, the DEPR’s Curricular Framework employs and overviews the Constructivist approach and states how “learners’ attitudes, their motivation and the degree of

their involvement in the learning process play a major role in and are extremely important for the learner's success" (2003, p. 9). The DEPR recognizes how learners feel about the relevancy of their class materials will affect how involved they are in a lesson and this will, in-turn, greatly impact the success which learning goals will have inside the classroom. To shatter the emotional barrier which might arise from irrelevant lessons, containing at their heart irrelevant and unengaging texts, with outdated teaching strategies, the DEPR encourages its teachers to bring in strategies and materials which offer greater chances at attaining and retaining student engagement.

Application of constructivist approach to the L2 teaching and learning

Likewise, Lugo and Medina (2003) state how "...students should be taught from a contextualized approach and the content of study should reflect the student's environment and pertinent reality" (p.11). In order to effectively accomplish this constructivist approach, the Curricular Framework for English states that it is up to the "highly trained and qualified professional [whom is also] a very creative, thoughtful and reflective educator" to recognize that which is increasingly relevant to the population which he or she educates (p. 16). To do this, one possible option is the realm *EE* and *VEs* comprise. But who can determine what is or is not relevant for a student? What makes video games a form of *EE* which is relevant to students when there are still some who do not own nor even enjoy playing video games? The answer to these questions lays in noticing a consistent trend in the popularity of various forms of *EE* and how doing so can single out video games' growth and development and hence their increasing relevance to many learners.

Popularity of video games among other forms of *EE*

Video games have been on a fast-paced rise in both popularity and in technological evolution. Recent comparisons of revenue data for video games, music, and motion pictures—of which video games are the most recent invention—results in a surprising observation. Edery & Mollick (2009) observe how “games are now on the verge of eclipsing the music industry and have already surpassed Hollywood box office revenues” (p. 3). The Entertainment Software Association (ESA) reports that sales in the United States of console video games came to \$11.7 billion in 2008, whereas the Motion Picture Association of America calculated domestic box office revenues for the same year to total \$9.79 billion (Thorne et al. 2009). As of the year 2011, the ESA reported sales of videogame accessories, hardware, and content to be at \$25.1 billion while the Motion Picture Association of America reported box office sales in the United States and Canada to be at \$10.2 billion. Comparisons such as these which show such a staggering difference allow for video games to be relatively placed according to other popular forms of *EE* as strongly growing in popularity. This rise in popularity may be attributed to a number of reasons, but among them is the claim that video games have evolved into a much more captivating option for entertainment than any of its competitors can live up to.

Squire (2003) elaborates on the continuous evolution of games over the years and speaks of their legitimacy for being seriously considered for their educational potential by explaining how video game developers have access to improved game design, including audio and graphical quality. Comparing a widely known video game—*Pac-Man*—to modern games, Squire concludes videogames have evolved into profounder experiences than they were previously thought to be. Video games have come to rival—if not surpass—giant entertainment industries such as movies and music by combining the story telling and visual richness of the former while

implementing the melody and ambiance of the latter and adding to it a degree of interactivity not offered by either. Knowing this, video games become the form of *EE* with the highest relevance and interaction for engagement when compared to the major sources for *EE* such as television, internet, and music.

Tying the DEPR to the social reality of Puerto Rico

Following the general assumptions (*GP*) of the English program of Puerto Rico, *GP3* states that “...materials, activities, and approaches...must reflect and respond to the students’ interests and the cultural realities in Puerto Rico and deal with Puerto Rico’s close connections to the United States” (p. 15). The relationship between the United States and Puerto Rico is one which includes many cultural customs which have been adopted on part of Puerto Rico. Among these, forms of *EE* are but one example of the North-American influence on the island as part of this existing relationship. Thus, the sales facts presented above are not meant to valorize each medium in terms of net-worth or profit, but are intended to demonstrate how the *VE* of video games are steadily climbing in popularity when compared to other forms of *EE* and are therefore also growing in relevance to many students, including those in Puerto Rico.

Morales & Blau (2009) express that Puerto Ricans are constantly exposed to English as “there is more exposure to English in PR...and students do get input in English via music, cable TV, and the internet” (p. 48). Puerto Rico is a territory of the United States and as a result, English is growingly present in the daily lives of Puerto Ricans through various *EE* options, such as those listed above. Referring to music, television, and the internet, Morales & Blau state that “many students are unwilling to turn this input to their academic advantage with regard to developing oral fluency, despite their perceived need for it” (p. 48). However, a source of *EE* which they did not consider for their study was that of video games.

Each of the forms of *EE* considered by Morales & Blau (2009) above, along with the addition of video games, possess opportunities to comply with the Curricular Framework for English in Puerto Rico in one of its constructivist ideals: to encourage that classroom work be “enriched and complemented with voluntary challenging extra-curricular activities that respond to students’ interests and talents and where students are ‘immersed’ in the L2 language experience” (p. 12). Another General Assumption (*GP*) of the English curricular framework is (*GP4*):

The English Program recognizes the need for immersion-like activities to complement classroom work. Learning activities in the English language classroom need to be supplemented by an enriching program of a variety of extra-curricular activities conducted in English on some afternoons, during weekends and/or during vacation time. The purpose of these activities is to engage the language learner in meaningful situations where he/she has an interest in the topic and uses the English language as a tool in authentic collaborative communication efforts. (p. 15)

The DEPR recognizes a need for exposure to English outside of the dedicated daily class time set aside in each of its schools. A need for immersion-like activities outside of the classroom serve a crucial part in determining the success or failure of a student’s mastery of the English language according to the Content Standards and Grade-Level Expectations.

The need for video games in education

Students are in need of immersion to occur outside of school hours more than solely being exposed to English lessons which are often out of context grammar lessons in the case of Puerto Rico. The rising popularity of video games as *EE* has presently positioned them as the most popular form of *EE* according to the monetary data explained earlier. In the United States,

fewer than 40% of students arrive at college with sufficient reading skills to do their work, and this number is even lower for writing (Alexander, 2009). In Puerto Rico, a common outcome is that even after twelve years of taking English classes on the island students “are still not able to express themselves clearly, coherently and confidently in this language” (Rosas, 2009, p. 73). Statistics such as these demonstrate the need to consider newer and more relevant means for instruction and a way to immerse students, even outside of school. Declines in reading and writing skills have been consistently caused by two related reasons: student motivation and the relevance of the literary material to students' lives.

Adams (2009) states that “many students do not consider ‘grabbing a good book’ quality entertainment. Students look to technology and popular culture for their entertainment” (p. 56). The idea of making a *digital native* engage with a *digital immigrant’s* text is growingly out of sync with the interests of many *digital natives*. Instead, more interactive forms of entertainment are what *digital natives* feel engaged with. Forms of *EE* such as video games for sustained engagement are especially attractive among reluctant readers who are often simply too disengaged with traditional texts to read to their fullest capacity (Adams, 2009).

Incorporating entertainment within education has been a goal which began longer ago than many would think. The term *edutainment*, a marriage of education and entertainment, has been running in software development circles since the 1970s. However, the problem was one of balance: educational aspects overweighed the entertainment ones.

[edutainment software became] little more than electronic versions of coursework with furry critters as teachers....If software fails to entertain, it can be even more boring than the worst lecturer. If the software concentrates too much on fun, it risks obscuring the learning objectives. (Sheldon, 2012, p. 15-16)

Examples of video games which have suffered from this imbalance are abundant, yet they are relatively obscure precisely for their failure to comply with both of their objectives. A more successful type of video game, in both terms of entertaining and educating, has been the commercial video game. These contain educational elements, even though they were not designed to be educational. Research in this area has shown how these games, even though were not meant to be educational, still contain a great gamma of learning within them. As explored before in Squire (2003), modern video games are capable of interactions which revolve around rich narrative and sophisticated gameplay. Studies conducted in order to explore the effects of commercial video games incorporated for learning purposes have yielded similar results.

Video games for classroom purposes

Incorporating a new teaching strategy, such as implementing video games, does not simply spontaneously happen; much like any other invention, it came about out of a necessity. “Almost out of necessity, teachers are taking steps today to incorporate computer and video games into learning. From national organizations to individual classrooms, the education community is actively pursuing new methods for developing young minds” (Entertainment Software Association, 2011). The inclusion of video games for a classroom’s learning success has arisen from a recognition of the value of their contributions.

Mohammad (2009) argues that modern gaming and internet technologies offer hope to bring back fun into the classroom. Thus *VEs*, as described by Thorne et al. (2009), grow relevant by “providing the environment which serves as encouragement to educators to seriously consider the proposition that virtual environments, as designed environments, present opportunities for both understanding and engineering specific learning processes” (p. 808). If learning in these *VEs* is effective for their prevalent characteristic of entertainment, it might also be what would

do the same for learners in a classroom. Noticing that the younger generations of students were born into a world where these highly interactive *VEs* were already existent and well established, using their distinctive features in a classroom setting might prove useful as well.

Prensky (2001) coined the terms *digital native* and *digital immigrant* to refer to those who have been born and raised using digital technologies and those who were born before their invention and were taught how to use them while they were adults. This separation, which is marked by fluency in the realms of digital technology, among which computers, videogames, digital music players, video cams, cell phones, and all the other gadgets and tools of the digital age are included, is what separates a *digital native* from a *digital immigrant*. The advent of these digital technologies in the second half of the 20th century have created a “discontinuity...[which has made]...today’s students think and process information fundamentally differently from their predecessors” (Prensky, 2001, p. 1). This summarizes the idea that many current teachers are teaching the way they themselves learned and not the way their students learn today.

This marked difference in how learning used to be as opposed to how learning should be at present due to the differences in student tendencies, interests, and stimulations is further expressed by Mohammad (2009):

The conventional method of teaching and learning is no longer effective in order to impart the vital facts, skills and foundations that students need for their future life. Due to this, educators realize that they need to employ technology more into their classroom without losing the real objective and goal of the education system. (p. 1).

With the use of the newest technologies, among which video games are included, instilling interest and motivation into students would likely become more of a reality than the idealized situation which it most commonly is. *Digital immigrants* can achieve a much more effective

learning environment for their students by utilizing the tools which they, as *digital natives*, employ in their daily lives. Because learning is not considered work in the context of a game, students can play a game and have fun, and in the meantime they will also be exposed to a wide number of topics which vary depending on the game—each offering a rich learning opportunity.

Cruz (2011) utilized various features regularly found in a genre of video games known as Role-Playing Games (RPGs) and adapted and used them in a English as a Second Language (ESL) college classroom “in order to explore students’ different identities, engage their imagination, ... socially interact and collaborate with each other, ... let students make choices, and ... facilitate a collaborative learning environment” (ii). Students reported feelings of security within a community of learners which led them to participate in English more so than under different circumstances. Motivational techniques were enhanced through the use of RPGs in the classroom and overall engagement saw an increase in level.

To demonstrate the learning opportunities which these *VEs* provide, case studies with specific videogames have been conducted. For example, Foster (2009) led a dissertation which investigated how and what students learn by playing a simulation strategy game. Twenty-six, eleven-year-old children played the simulation strategy game *Roller Coaster Tycoon 3: Platinum* for a total of twenty-four hours over the span of seven weeks. Participants learned economics and social studies principles, developed information and technology literacy, and transferred the acquired knowledge and skills to new contexts.

Lee & Hoadley (2007) designed experiential learning with the *VEs There and Second Life*. These experiments addressed issues of identity and cultural development. As part of a summer science and technology enrichment summer camp, high school students participated in online virtual spaces for 25% of their class experience. In the *VEs*, learners were given activities

in which they experimented with avatars representing diverse identity variables such as gender, race, and appearance. Entrance and exit survey data indicated participation in the activities enhanced students' understanding of diversity, the multiple perspectives associated with different social identities, and suggested adolescent learners are capable of internalizing the impact of their identity choices based on experiences in virtual-world settings. Lee & Hoadley argued *VEs* hold significant promise as design experiment spaces by utilizing an identity adoption process to solve problems from the point of view of the roles they are enacting, opening them up to new perspectives and challenging them to think in new ways.

Squire (2005) studied how to integrate the game *Civilization III* into North-American high-school classrooms. *Civilization III* allows players to lead a civilization from 4000 B.C. to the present. In doing so, players compete for political, scientific, military, cultural, and economic prowess. Each player has to seek out geographical resources, manage economics, plan the growth of his/her own civilization, and engage in diplomacy with other players competitively and collaboratively. In doing so, it motivated high-school students to understand some “boring” topics in world history class, effectively covering social studies principles as well.

Similarly, Browell (2007) conducted a qualitative research project with an examination of *World of Warcraft* (*WoW*) players. The study of the participants helped to answer the question, “How are students engaged in online role-playing games?” (p. 16). The topics of the study included: socialization, exploration, teamwork, management, mentoring and persistence. *WoW* is a fantasy game in which players choose their race and are given quests or tasks. In order to complete these tasks, the player is required to speak to characters controlled by the software, read, speak, and collaborate with other players through text chatting and voice communication. This final aspect separates Massively Multiplayer Online Role-Playing Games (*MMORPGs*)

from other more traditional games. Making communication among the players a central aspect to the game, provides a unique opportunity for teachers to make use of an already-existing *VE* which requires students to use English to communicate with native speakers, as well as speakers of other languages, using English in order to achieve a goal.

Lantolf (2000) illustrates how much of the research in second language acquisition (SLA) stresses its social aspect. Creating a learner-centered environment which does several things such as: foster collaboration and communication, keep learners motivated and on-task, and give them a say in choosing their goals and how to achieve them, can be extremely challenging. However, students will benefit from a framework which offers a wide variety of solutions to a given real life situation—solutions which require different amounts of time as well as vocabulary and grammar in the target language.

This social aspect of language acquisition is analogous with Krashen (1982). Krashen's Input Hypothesis posits that the learner is unable to reach the $i+1$ stage without the assistance of others to push the learner to his or her potential language development, i.e., without others with whom to interact in a comprehensible manner. To do so, a focus on the meaning, instead of the form, of a message must be at the heart of the language interaction. While engaging in the *EE* environment of video games, the focus is strictly on the meaning: whether through text or voice exchanges. This text or voice exchange may occur with another human player or with a Non-Player Character (NPC). An NPC is any other character in the game world which the human player cannot control, but nonetheless may be available to interact with. Video games offer a selection of interacting with either NPCs or human players. In doing so, the meaning of the message is at the forefront, not the form or source. Either the NPC or the human player can provide the $i+1$ stage.

The process of SLA is impacted by the strength of Affective Filters (Krashen, 1985). The Affective Filter Hypothesis demonstrates the relationship between affective variables such as *motivation*, *self-confidence* and *anxiety*. Those with attitudes more conducive to SLA will not only seek and obtain more input; they will also have a weaker filter. They will be more open and attentive to the input because their emotional state will allow for it. Gaming possesses the ability to capture students' attention, lower students' stress, and give students the chance for real communication. As I will later elaborate on, Gee (2007) identified three requirements for engagement in learning; these are making learners want to *try*, enticing learner to *put in lots of effort*, and having learners *achieve meaningful success*. Attaining all three of Gee's (2007) requirements for engagement allow for the affective filters of motivation, self-confidence, and anxiety to be optimized for successful SLA.

Violence

In the early 1990s games such as *Doom* (1993) and *Mortal Kombat* (1992) (yes, it is indeed spelled with a "K"), were probably the ones receiving much of the criticism and persecution by concerned parents and politicians alike (Edery & Mollick, 2009). These concerns for violence in video games have diminished noticeably from the public attention, but they have certainly not vanished completely. These concerns have diminished thanks in part to various studies which have debunked previous concerns of violence being directly linked to violent acts. Even though there are abundant strong arguments on both sides of this debate, this study does not pretend to exhaust them as this would go beyond the scope of this study.

Sternheimer (2007) found that in the ten years after the releases of games such as *Doom* (1993) and *Mortal Kombat* (1992) homicide arrests among juveniles fell by 77%. It is important to note that this was a time in which the sales for these games increased (Edery & Mollick,

2009). Critics might be quick to conclude the cause for juvenile tragedies is linked to violent video game playing. However, the vast majority of video game players range from ages 14 to 34. If this is considered significant statistical data to conclude that video games are responsible for atrocious acts of violence,

then [video] games can also be linked to just about anything—including acne, adolescent flirting, and the rising cost of gasoline. We are more persuaded by evidence that Columbine shooters had been subject to consistent bullying than by the overwhelming coincidence that they—like everyone else their age—had played video games. (Edery & Mollick, 2009, p. 27)

Similarly, Gee (2007) remarks on how, if it were true that playing violent video games leads to increased violent acts, then there should be increases in violent crime after events such as QuakeCon, an event which gathers thousands of gamers to play violent video games on a yearly basis (p.11). The statistical data presented on the correlation between releases in violent video games and decreases in violent crime points to a very interesting thought: playing these violent games is not only blameless, but therapeutic. This type of entertainment allows players to vent their aggressive feelings without punching, hitting, or shouting at anything other than a game controller or a monitor. Criticizing this behavior “represents nothing more than a failure to acknowledge the dark side of human motivation and the need to channel our hostile affects away from one another and in the direction of more harmless pursuits” (Cogburn, & Silcox, 2009, p. 51).

Gee (2007) elaborates by stating “all technologies do not have any effect—good or bad—all by themselves” (p. 12). The question of *how* technology was used and in what context was it used must always be asked. Several forms of *EE* have been known to increase the cognitive

growth of children who engage with them, such as television, but only if they are watching in a reflective state of mind with an adult interacting and discussing what they are watching with them (Gee). My stance is that video games follow along the same path.

Engagement as the key

Ellis (2003) offers a detailed introduction to what acquiring a second language *is* and what it requires. An external factor for a second language learner is the input he or she receives. Input is “the samples of oral and written language a learner is exposed to while learning or using a particular L2” (p. 139). Intake is that which a student remembers because he or she paid attention—was engaged with the lesson at hand— i.e., “that portion of the input that learners attend to and take in to short-term memory” (p. 140). Learners must be engaged in order to transform input to intake. One of the reasons why games can be considered as a valuable teaching tool is because of the strong possibility they possess for engagement, thus transforming input to intake.

It is likely students are more engaged in the learning occurring in their video games than they are with traditional methods of classroom teaching because often the classroom lacks essential traits of engagement which video games are founded on. Games offer students the opportunity to immediately see their results (typically in the form of scores); games have clear cut goals and provide instantaneous feedback on success or failure and they instill in students a deep satisfaction when the goals are met (Edery & Mollick, 2009). Games provide simultaneous visual, audio, and interactive mediums of instruction. For the reasons stated above, games offer a useful tool for engaging students in learning activities.

Engaging students is essential in order to achieve more effective academic growth. As noted by Newmann (1992) who undertook an investigation by interviewing and observing the academic results of high school students:

The most immediate and persisting issue for students and teachers is not low achievement, but student disengagement. The most obviously disengaged students disrupt classes, skip them, or fail to complete assignments. Typically, disengaged students behave well in school. They attend class and complete the work, but with little indication of excitement, commitment, or pride in mastery of the curriculum. In contrast, engaged students make a psychological investment in learning. They try hard to learn what school offers. They take pride not simply in earning the formal indicators of success (grades), but in understanding the material and incorporating or internalizing it in their lives. (p. 3).

Similarly, Gee (2007) makes a comparison between traditional forms of school learning and more engaging forms of learning found in video games. He expands on the observation that a child might willingly spend many hours per day engaged in the *VEs* which video games provide, while the same child will be reluctant to attend school lessons or engage in nearly as much time with school-related work in comparison with the time spent engaged on video games.

Paradoxically, video games are typically high in price range compared to books or movies, are difficult to master, and require a considerable investment of time on behalf of the player to achieve success—things which would seem to deter most from any activity which demanded this of them. When noticing this, Gee asks: “Wouldn’t it be great if kids were willing to put in this much time on task on challenging material in school and enjoy it so much?” (p. 2). Which leads me to the question: How can players spend so much time with video games if they are, as Gee describes them, “long, hard, and challenging”? (p. 3). When speaking of possibilities to

guarantee a game is purchased, and therefore its developing company continues thriving profits, Gee states that:

designers could make the games shorter and simpler. That's often what schools do with their curriculums. But gamers won't accept short or easy games. So game designers keep making long and challenging games and still manage to get them learned. How? (p. 3).

The answer to the question of "How?" is a matter of maintaining a balance between difficulty and reward which will promote student engagement.

Engagement is the result of a combination of necessary circumstances. It is a psychological as well as emotional investment in the task at hand. The source of this investment may be for its entertainment value or because it demonstrates some type of personal short or long-term benefit. However, in the context of learning, engagement is the result of three outcomes elaborated on by Gee (2007). As Gee expands, engagement—and how to attain it—is a tripartite balance between enticing learners to *try*, enticing learner to *put in lots of effort*, and having learners *achieve meaningful success*. This is because "people will not put in effort if they are not even willing to try...success without effort is not rewarding and effort with little success is equally unrewarding" (Gee, 2007, p. 58). All three are essential elements of attaining engagement. If one is missing, maintaining engagement becomes difficult at best. Much like Figure 1 explains.

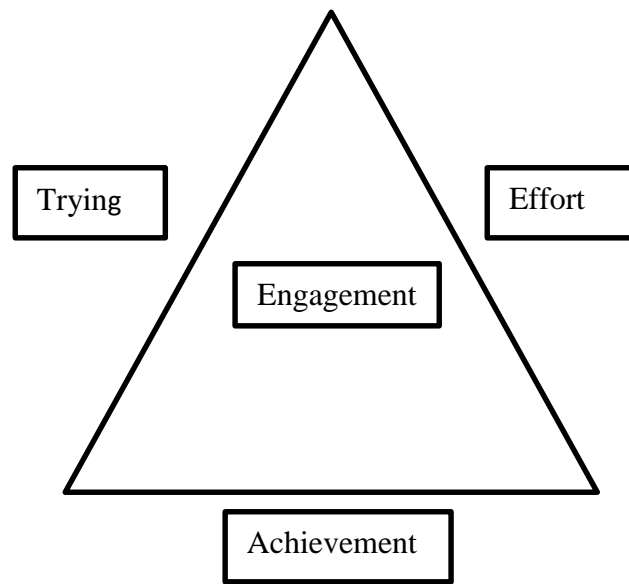


Figure 1. To attain engagement. This figure illustrates the tripartite relationship for engagement.

In the same way a triangle ceases to be a triangle if it is missing any of its sides, so too does engagement cease if it is missing one of its three components. These seem like fundamental pedagogical traits, but are nonetheless left out of most failing educational practices and at the same time, are inextricable from successful video games (Gee, 2007).

If these simple principles, which are present in successful video games, are absent from school practices and teacher performances, then, regrettably, Gee's observations that "better theories of learning are embedded in the video games many children in elementary and high school play than in the schools they attend" (2007, p. 5) is unerringly true and points to an area in need of research geared towards adapting those qualities of successful video games and applying them to a successful classroom.

In an effort to contribute to this area in need of research, I studied how video games could be utilized for classroom purposes in the context of Puerto Rico. To do so, I visited a classroom which had already used video games to comply with various pedagogical objectives within the

class. The chapter which follows contains a walk-through of the process for attaining approval of institutional and governmental permits and permissions to conduct research within a public school in Puerto Rico, along with a description of the research site, the participants, and the data collecting instruments.

Chapter 3: Methodology

This case study investigated student engagement in the class by means of the teacher utilizing video games within the classroom for educational purposes. Coordinating a thesis project which is dependent on visits to a public school in Puerto Rico requires several permits. These permits are from the University of Puerto Rico at Mayagüez (UPRM) and the Department of Education of Puerto Rico (DEPR). Furthermore, because underage students were the participants of this research project—and minors are considered at at-risk population—permits from the Institutional Review Board (IRB) are required before any data gathering instruments are allowed to be administered. This chapter details the permits and permissions, research site and participants, and the instruments used to gather data.

Permits and permissions

The participants in this research are minors from the secondary level of the public school system in Puerto Rico. Because minors are considered an at risk population, several institutional permits and permissions from (UPRM) and the DEPR are required before entering the classroom.

At UPRM, the IRB must receive all proposals which intend to utilize human participants. An application on the IRB website was completed and submitted for this research involving human participants. This application was reviewed by the board and, after minor revisions and completing an online course in research ethics from the Collaborative Institutional Training Initiative, it was approved on October 11th, 2013 with status of “exempt” from consent and assent forms (Appendix A).

While working with the application for review from the IRB, I contacted the director of the school where I would conduct this research and received written permission on October 10,

2013. This letter expressed the permission granted to me on behalf of the director; I would then take this authorization to the superintendent of schools for the area (Appendix B).

As is required, I wrote to the district superintendent on October 15, 2013 requesting permission to conduct research in the school and provided evidence of the authorization from the IRB and the school director. Later on, I would receive final permission on October 22, 2013 to carry out this research project (Appendix C).

Although the IRB had responded with a status of “exempt” from consent and assent forms, the DEPR clearly states in Policy Letter 5-2001-2002 titled “Procedures for submitting an application for validating instruments to carry out investigations in the Department of Education” which is my translation for “Procedimientos para radicar la solicitud de validación de instrumentos e investigaciones en el departamento de educación” specifies that any investigation conducted within their schools must be accompanied by a consent form for the parents or legal guardians of the students and an assent form to be filled by the willing participants. Since the requirements of the DEPR overrule the IRB, these consent (Appendix D) and assent (Appendix E) forms were provided along with other documentation as are specified in Policy Letter 5-2001-2002.¹ From this policy letter, I produced a checklist to ensure full compliance which includes the following:

- Application for validating instruments
- Research proposal or summary which must include:
 - Purpose
 - Research Questions

¹ It is worth noting that these were the requirements of the time in which approval was being sought after for this project. However, these might be amended over time. If this research is intended to be replicated or a similar one is to be carried out in public schools, adherence to the current requirements of the Department of Education of Puerto Rico at the time must be observed.

- Number of participants
- Name of school to be visited
- Data gathering techniques
- Planned procedure and analysis of data
- Copy of the instruments to be used
- Letter of introduction
- Consent form
- Assent form
- Letter of promise to share research results with the DEPR

I took these documents to the District Superintendent, Mrs. Enid Ramos, and received final approval to begin this research.

Research Site and Participants

This investigation selected a classroom which contains 7th, 8th and 9th graders ranging from the ages of 12 to 14. This classroom is located in a secondary school in Northwestern Puerto Rico. There were 12 student participants and 1 teacher for a total of 13 participants.

Table 1
Participant Spread

<u>Grade</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
7 th	1		1
8 th	5	5	10
9 th	1		1
Teacher		1	1
Total	7	6	13

The classroom chosen for this case study was a technology course. The method of selection was convenience sampling because of the specific teacher's initiative to utilize video games in the classroom. Students in this class have already had assignments which involved the use of video games for assignments which have integrated various other subjects such as math, history, social studies, Spanish and English.

Instruments

The instruments for this case study were classroom observations, written questionnaires and oral interviews. These observations, questionnaires, and interviews were designed to gauge the attitudes towards the use of entertainment for learning English from the perspective of student and teacher; to report how much time they each spend engaged in some form of *Electronic Entertainment (EE)*; allow for reporting how each has contributed to their English; and to compare which is most successful at holding engagement the longest while also explaining why. The questionnaires and interviews were administered separately to students and the teacher.

Observations. According to Cohen, Manion, & Morison (2007) case studies require to “observe effects in real contexts, recognizing that context is a powerful determinant of both causes and effects” therefore, regularly scheduled visits to the classroom were carried out with the purpose of gathering data on the physical setting (the actual classroom and its tools), the human setting (the characteristics which make up the group being observed), and the interactional setting (the interactions that are taking place: formal/informal/planned/unplanned/verbal/non-verbal). The observations focused on how students behaved and

reacted to the teacher's efforts for capturing and maintaining engagement during a 50-minute class.

This researcher adopted a passive, non-intrusive role, i.e., I merely jotted down the incidences of these occurrences while never providing any interruption. For example: making distinctions between good classroom behavior such as staying on topic and student participation (signs of engagement) or bad classroom behavior such as student inattentiveness and the teacher's need to call attention (signs of disengagement).

These observations were scheduled to run from October 2013, to December 2013 and required visiting the classroom three times a week on Mondays, Wednesdays, and Fridays. The total number of visits summed to 14.

Questionnaires. To complement the observations, I also administered a questionnaire to students which prompted for answers about their previous experiences with video games and other forms of *EE* (Appendix F). The questionnaire also requested information regarding their use and ownership of other devices used for *EE*. It also focused on how students perceived the use of these forms of entertainment and how much time they spend on each on an average week. The questionnaire was administered by the investigator to immediately address any queries or uncertainties the student participants might have had and also ensure questionnaires were filled out correctly so no scaled items had more than one entry.

There was a student and teacher version of the questionnaire. Both contained 13 items and took less than one class period to complete. This allowed time for questions and clarifications. The students' version of the questionnaire posed questions from the students' point of view and the teacher's version was slightly altered to show the point of view of the teacher.

Item #1 of the questionnaire addressed the first most important belief of the participant: It was a Likert-scaled question which asked how much they believed *EE* played a role in the learning of English.

Item #2 asked participants to rank three major sources for *EE* (television, internet or computer, and video games) according to how much each contributed to the learning of English.

Items #3, 4, and 5 asked participants to indicate how much time they spent interacting with each of the three major sources of *EE*.

Items #6, 7, and 8 asked participants to list three genres which they frequently utilized for each of the three major sources of *EE*.

Item #9 asked participants to list three devices they owned which were sources of *EE*.

Items #10, 11, and 12 asked participants to list how much each of the three major sources of *EE* helped improve their English.

Item #13 asked participants to rank six options (three major sources of *EE* and three common sources associated with classic school learning) based on how much English they believed they had acquired from each.

The questionnaire had been piloted as part of an unpublished undergraduate investigation research paper titled Vocabulary building and comprehension with Mass Effect 2 (Pérez, n.d) which focused on similar research interests as this case study. Thus, it made the resulting questionnaire one which incorporated possible doubts which were “reasonably foreseen” (Cohen, Manion & Morrison, 2007).

Interviews. As part of the observations, I also conducted an exploratory guided interview (Appendix G). The topics to be covered were specified in advance in outline form, as well as the sequence of these over the course of the interview. The interview outline was set up to allow for

elaboration on many of the items in the questionnaire. This interview was done in an effort to move away from seeing the participants as simple sources to be manipulated for data and were instead regarded as a source of experiences and knowledge which could be effectively tapped through conversation. The interview emphasized the importance of social interaction as it provided an opportunity to “discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view” (Cohen, Manion, & Morison, (2007, p. 349). The interviews also enabled to press for complete answers which participants might not have been able to fully express in the questionnaire or in writing.

The interview was carried out with a focus group of student participants. These interviews were originally designed to be conducted one-on-one, however, for the sake of effective time use, the method was changed to a focus group, meaning the willing student participants engaged in a simultaneous interview with me. The teacher’s interview, however, was conducted as a one-on-one as originally intended.

The change from the original planned scenario for the student participant interviews carried a disadvantage of reporting and incorporating the switch from the original proposal, but the added value to generate richer answers was fruitful. Switching to a focus group yielded opportunistic benefits as it enabled for one answer to trigger a chain of thought which would likely not have been tapped otherwise. While one student participant answered a given question, it prompted another student participant to recall their own experiences and share them with the focus group.

During the teacher’s interview, the outline was kept hidden from sight; thus the interview was carried out much the way a casual conversation would occur. I used the teacher’s responses to shift from one topic to another, exhausting the thoughts on part of the teacher before moving

on to the next point. Because the structure of this interview was of informal tone, veering off topic yielded interesting points which might be worth considering for future research, nevertheless, I respectfully steered the conversation back to the topic and was able to get all the questions answered.

Each of these data-gathering instruments carries the purpose of answering the research questions which guide this research. All of the data was used in relation to the other two. They were used to triangulate the answers to each of the research questions which the following Chapter 4: Results Analysis, and Discussion, discusses and analyzes the results of these and makes my claims regarding what they each reveal.

Chapter 4: Results, Analysis, and Discussion

The central objective of this research was to investigate the role which video games, as a form of *Electronic Entertainment (EE)*, play in learning English in a classroom in Puerto Rico. To do so, classroom observations, questionnaires, and interviews were conducted in order to analyze a case-study of a real-world classroom which contained a mixture of 7th, 8th, and 9th grade students in Puerto Rico. These instruments gathered data on the attitudes, the time engaged with, and allowed participants to report how forms of *EE* have contributed to their English. The triangulation of the data from these instruments allowed for comparisons between forms of *EE* to determine which were most successful at holding engagement and explained *why*.

The results of the gathered data and answers to research questions one, two, and three will be presented, analyzed, and discussed in this chapter. The results from each instrument are often synthesized in order to illustrate how the data connects to triangulate the answers to the research questions. Research question four will be addressed in Chapter 5: Lesson Plans.

Triangulating research question #1

Do video games play a role in the learning of English in Puerto Rico? If so, to what extent? This question is divided in two components. The first component is answered with a synthesis of the results from all three data gathering instruments which are: item #1 from the student questionnaire; the class observations; and the interviews with the participants. The second component requires a synthesis of the results of items #2, #10, #11, and #12 from the student questionnaire and the interviews with the participants.

The answer to the first part of this study's first research question: **"Do video games play a role in the learning of English in Puerto Rico?"** lies in the synthesis of the results from all three instruments used. Questionnaire item #1 prompted the participants to indicate how strongly

they agreed or disagreed with the aforementioned forms of *EE* playing a role in their learning of English; the observations allowed for comparisons between classes which focused on and utilized some of these forms of *EE* with those that did not; and the interviews allowed for probing of thoughts about forms of *EE* and the use of each. The results to questionnaire item #1 are illustrated in Figure 2.

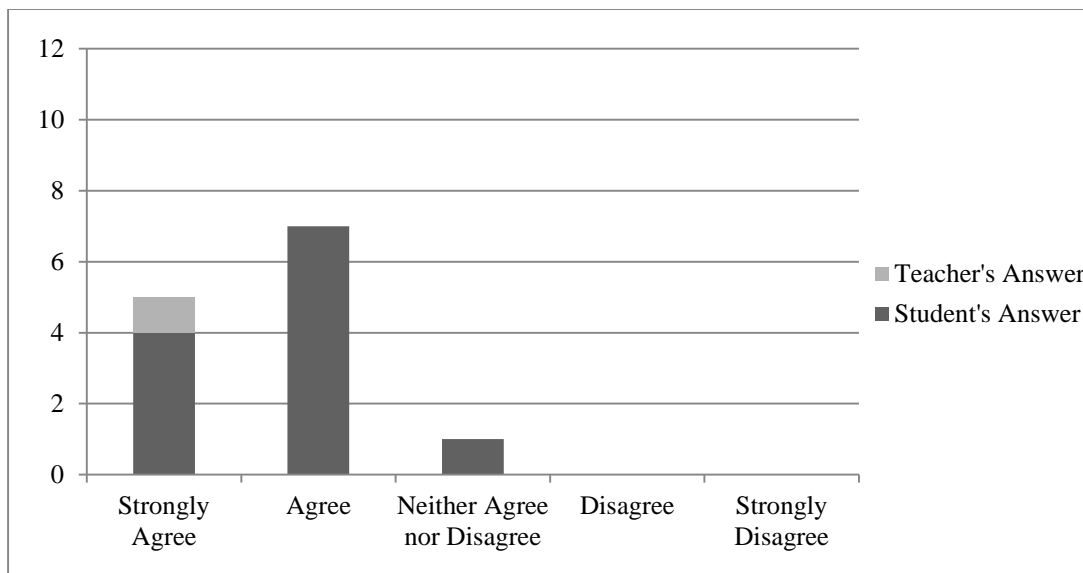


Figure 2. *Electronic Entertainment (EE) plays a role in learning English.* This figure illustrates the agreement to the claim that *EE* plays a role in learning English.

The questionnaire results suggest forms of *EE* do play a role in learning English in Puerto Rico. Over half of the participants (58%) *Agree* with an additional 33% who *Strongly Agree*. The vast majority of participants (91%) place themselves on the half which agrees with the claim that *EE* does play a role in the learning of English. Noticing that none (0%) of the participants opted for *Disagreeing* or *Strongly Disagreeing* with the posed claim, I conclude that, according to these results, participants believe these popular forms of *EE* do impact the learning of English in Puerto Rico. This, in turn, reveals the belief that these current middle school students and their

teacher agree and recognize that the learning of English is being impacted by how leisure time is spent when they are engaged with any one of these forms of *EE*.

The observations and interviews reveal a clearer conclusion when they are coupled. Utilizing the classroom observations and the interviews conducted for this study, I took note of the amount and causes for the teacher calling students' attention in order to reclaim engagement with the class and I speculated the reasons why they were disengaged with the class. Distinguishing when the teacher was calling for attention became slightly difficult to differentiate, since a simple clearing of the throat—whether intentional or not—could be a calling of attention. To eliminate any errors of ambiguity, I opted for including only explicit verbal calls for attention. In doing so, I noticed how the causes for these explicit calls to attention due to student disengagement seemed to correlate with the topics being discussed during the class time. On days in which class centered only on the discussion, but excluded the undertaking, of topics such as the creation of tables using word processing software, students seemed to lose interest much quicker. They would often engage in off-topic conversation with each other instead of paying attention to the lecture, thus arousing the teacher's calls for attention. On the other hand, when class revolved around the actual use of this same word processing software, the attention span seemed to be extended. Students would remain on task longer and would mostly engage in brief on-topic conversation with each other, thus provoking fewer calls to attention on behalf of the teacher. Later, upon interviewing participants, questions such as “do you like coming to school?” seen in combination with replies to similar questions on their enjoyment of video games, television, and computer/internet use revealed a great deal preferred any of these *EE* options more than attending school. The reasons as to “why?” was a combination which boiled down to the amounts of pleasure experienced with each, as many stated that “fun” was a

big determiner in their choice of *EE* over school. They preferred listening to a movie conversation in English or writing to someone over the internet in English much more than doing so at their school.

Participants believe *EE* undoubtedly does impact the learning of English, likely because they offer more entertaining venues of exposure to the target language, but also because they are prevalent in the sense that many are exposed to or engage with these forms of *EE*. I base this conclusion from all three data collecting instruments. Although the questionnaire reveals participants believe video games to be the least influential form of *EE* out of the three, as seen in Figure 3, they still contribute to the impact which *EE* has on the learning of English in Puerto Rico—an impact which 91% of participants agree with.

To expand on questionnaire item #1 and to answer the second component of the first research question: “**to what extent?**”, questionnaire item #2 prompted participants to rank which of the forms of *EE* they believed played the biggest role in their learning of English. The extent to which each of these various forms of *EE* impacts their learning is drawn from the rankings seen in Figure 3.

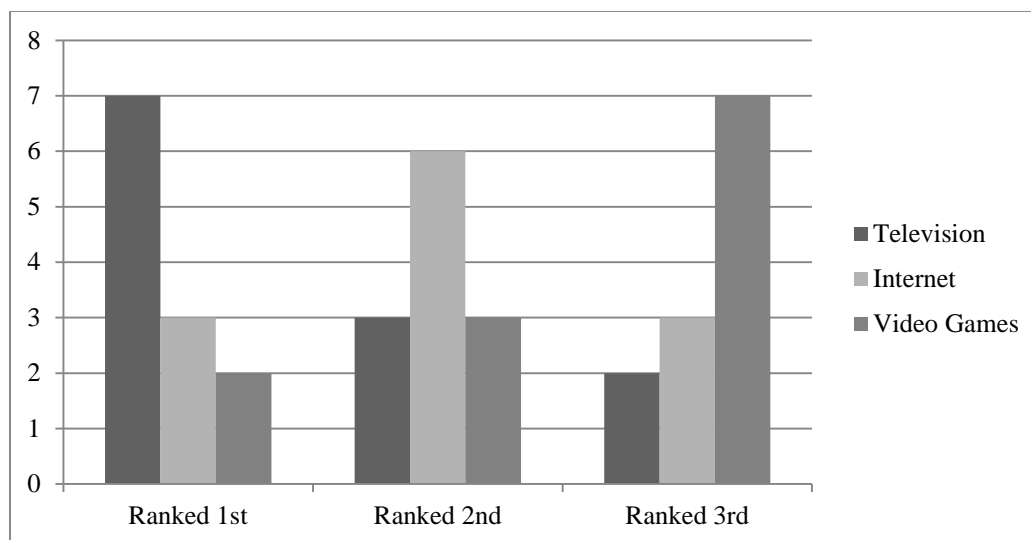


Figure 3. Rankings of Electronic Entertainment for learning English. This figure illustrates the relative rankings among television, internet, and video games to contribute to learning English.

The results position Television as the source of *EE* which plays the biggest role in learning English in Puerto Rico with 58% of participants ranking it as most influential. When contrasted with video games, 58% of participants rank it as the least influential source of *EE* for learning English. The use of internet is in between with 50% of the participants placing it in second place.

The extent to which these forms of *EE* were ranked was also elaborated in the interview instrument to help answer the second component of the first research question. Participants answered and explained *if* and *why* they enjoyed *EE*. The most popular answer to *why* they enjoyed watching television was the role of passive spectator which they could adapt. Doing so would be convenient if they were to suddenly become interested in anything else such as completing chores or talking on the phone. They explained these were activities they could not do as easily if they were playing video games or using the computer since their attention would need to be completely shifted, as opposed to television where they could at least still listen to what was happening.

Items #10, #11, and #12 of the questionnaire also had participants self-report how much they agreed to the stated claim that engaging with each of the three individual forms of *EE* helped them improve their English. The results are shown in Figures 4, 5, and 6.

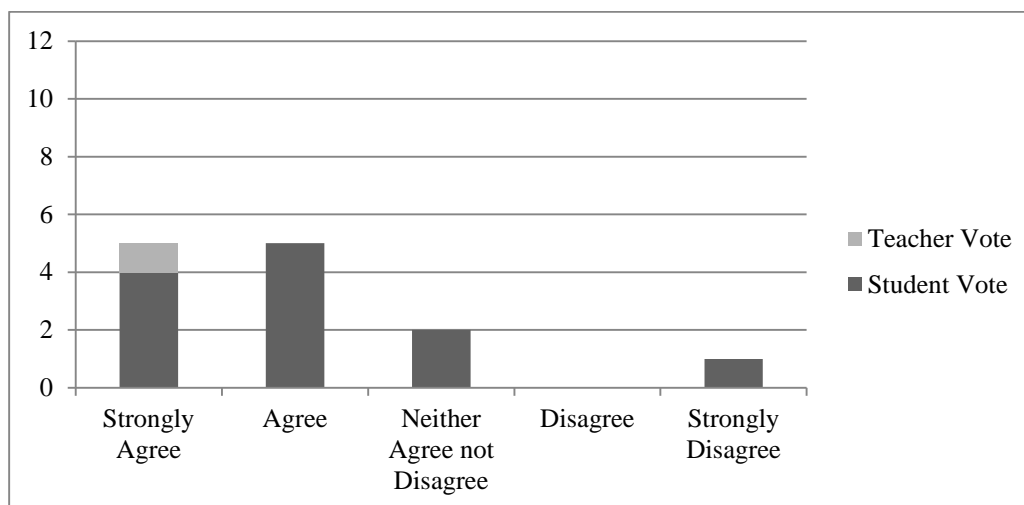


Figure 4. Watching movies in English improves English abilities. This figure illustrates the agreement to the claim that movies impact the learning of English.

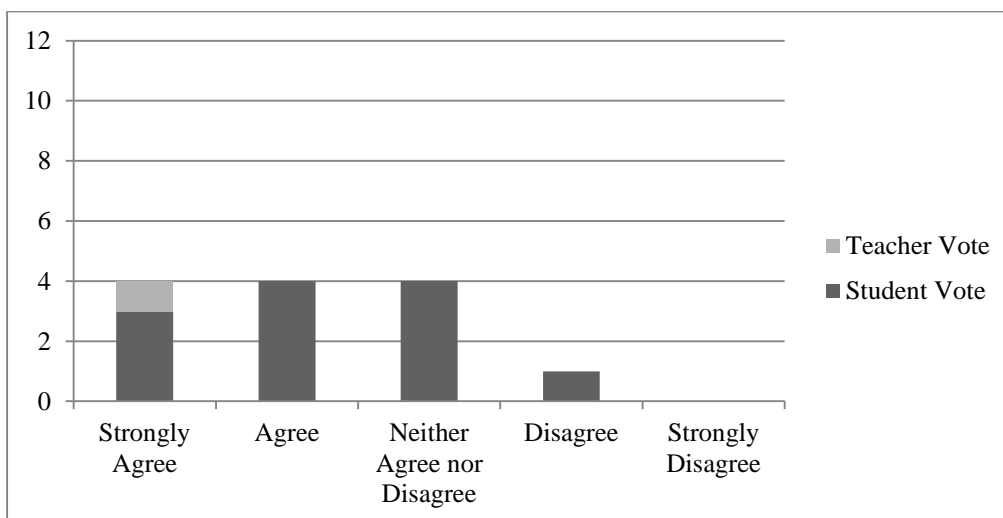


Figure 5. Playing video games in English improves English abilities. This figure illustrates the agreement to the claim that playing video games impact the learning of English.

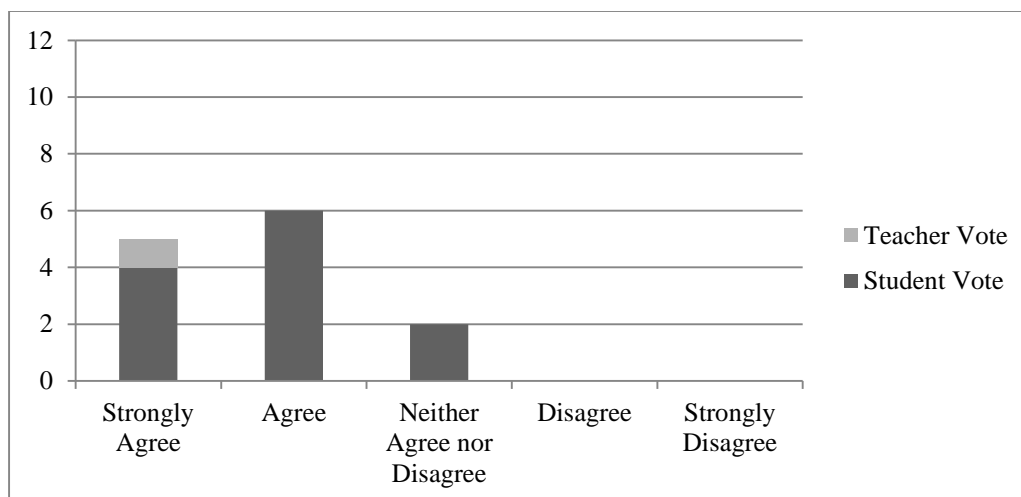


Figure 6. Using a computer in English improves English abilities. This figure illustrates the agreement to the claim that using a computer impacts the learning of English.

These results above reveal a consistent agreement to each of these claims. On one hand, for each of the three forms of *EE* considered in this study, more than 50% of the votes rank within the range of *Agree* or *Strongly Agree*. Specifically, watching movies has a combined *Agree* and *Strongly Agree* vote percentage of 75%; playing video games has a combined 58.3%; and using a computer has a combined 83.3%. On the other hand, only 2 participant votes were split for *Disagree* and *Strongly Disagree* for a total of 16.6% of the vote disagreeing with these claims. It is from the results above on which I base the claim that the majority of students understand that utilizing any form of *EE* impacts English learning in Puerto Rico.

Taking this data into account drives me to conclude the answer for research question #1 **“Do video games play a role in the learning of English in Puerto Rico? If so, to what extent?”** is yes, video games do play a role. The combined data from questionnaire items #1, #2, #10, #11, and #12 reveal that the extent of video games’ role in learning English ranks as least when compared with the other two forms of *EE*: television and computer/internet use. This is due to the profounder level of interaction required by video games as expressed in the interviews

with the students. The requirement of a heightened level of interaction has driven it to be perceived by the participants as the form of *EE* which has contributed the least to their English because they believe it requires too much investment in time and more of a conscious effort than they are willing to invest when compared to television and computer use. This is a conclusion which is somewhat startling because it is precisely due to these reasons which video games have been considered an excellent option for acquiring literacy skills and facilitating learning according to other researchers as explored in the literature review.

Triangulating research question #2

Do video games enhance classroom lessons in Puerto Rico? If so, what are the characteristics of video games which do so? To answer the second question, information from the interviews conducted on the students and the teacher is combined with the data collected from the questionnaire for both students and teacher as well. In doing so, insight is gained from both perspectives of the teaching-learning spectrum according to two separate data gathering instruments.

The interviews with student participants prompted them to answer questions related to: the language preference for their choices of *EE*, if they believed that *EE* could contribute to their learning, and if *EE* had the possibility to enhance classroom lessons in math, history, science, Spanish, and English, and if so, *how* and *why*. In the interview, I asked their opinion on the amount of English they had learned from each and had them compare it to the amount they have learned from school.

The results of the student participant interviews revealed the majority's preference. Many students swiftly responded they enjoy experiencing their *EE* media in Spanish. However, they believe experiencing the various forms of *EE* considered for this study in English could and

already has helped them understand many expressions in English. This reveals a recognition of the possible contributions which experiencing *EE* in English could potentially make, even if students do not regularly experience them in that language.

Students also expressed how *EE* in English had a powerful opportunity to enhance comprehension of English such as: word order, pronunciation, and spelling. They reported having improved the ability to self-correct word order in their speech thanks to the listening required for television and video games. They also reported slight benefits with pronunciation thanks to the exposure to English which television and video games can provide. The majority of these student participants also remarked that watching English language movies with English subtitles helped them to improve the pronunciation of words thanks to the simultaneous intake of speech from the movie's dialogue and reading its subtitles. For writing, those who had regular access to a computer or a smartphone remarked how typing in English carried the advantage of the auto-correct feature present on many devices today. However, they all agreed on popular cyber speech expressions such as *lol* (laughing out loud), *brb* (be right back), and *gtg* (got to go), in English and a simple “*q*” standing for the word “que” in Spanish overwhelmed most of their internet and text message exchanges. They remarked how this practice has the possibility of having adverse effects on spelling in the future, but showed no concern for this, stating they would simply adjust to these new conventions of spelling.

When I inquired about their beliefs of *EE* helping with different class subjects such as math, history, science, Spanish, and English, I believe students were already primed to respond positively towards English, and they did. They restated the same answers given above while adding how memories of educational video games, designed specifically to help with these specific subjects, helped them master some classroom concepts in earlier grades. They also

remembered educational programming which they constantly watched when they were smaller children as also having similar effects. In an effort to direct their thoughts to more contemporary television programming and video games which were not specifically designed to carry educational value, but entertainment value, I asked them to remember the answers to questionnaire items #6, #7, and #8. In these questionnaire items, they were asked to check the type of television programming, purpose of using the computer, and video game genres which they enjoyed most. The results to these questionnaire items are shown in Figures 7, 8 and 9.

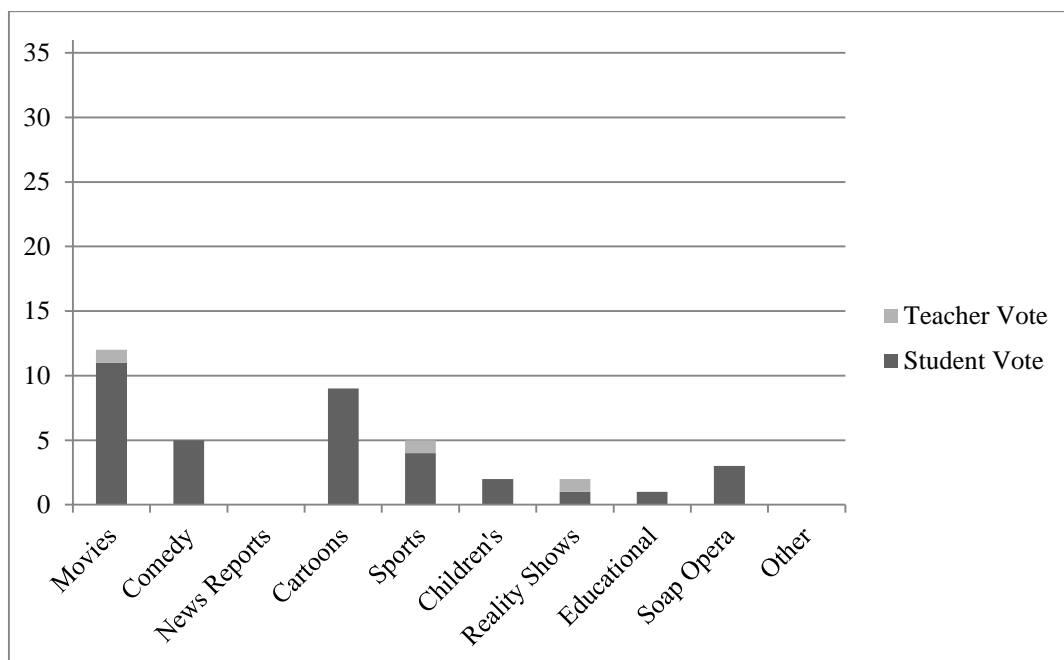


Figure 7. Common types of television programs. This figure illustrates the most common types of television programming which participants watch.

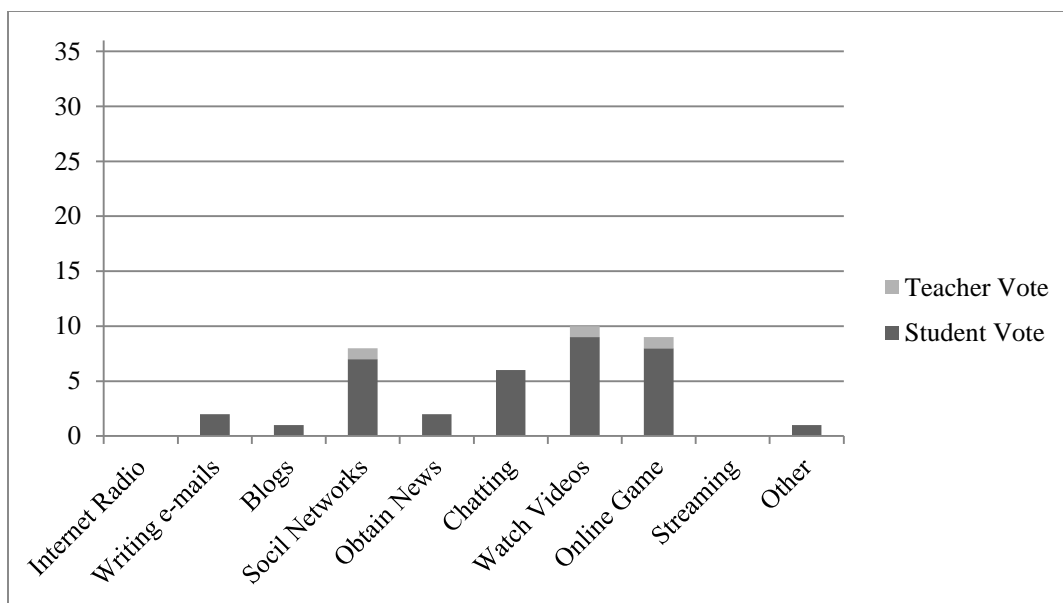


Figure 8. Common purposes of computer/internet use. This figure illustrates the most common usage of computers among participants.

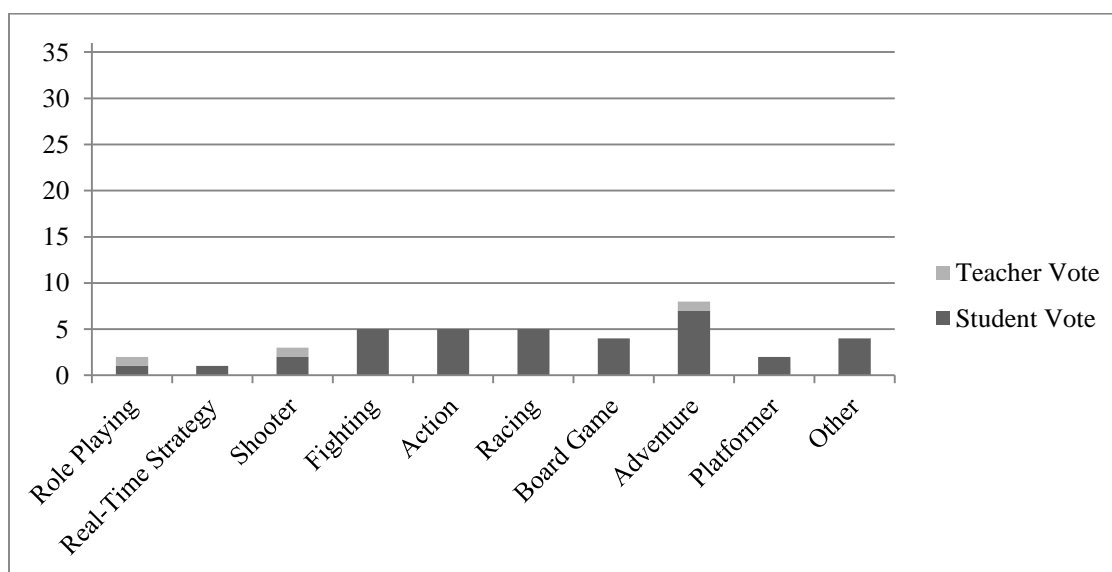


Figure 9. Common genres of video game playing. This figure illustrates the most common video game genres played by participants.

From these results above, I observed how most of the votes for television programming are focused on movies (30.5%), for computer use, they are focused on watching videos (25.0%), and for video games, they are focused on the adventure game genre (19.4%). Since these were the three highest categories for each form of *EE*, I now follow with an elaboration on the student participant's thoughts about each.

During the focus group discussion, many students spoke about how movies are visually stimulating and how these can expose them to vastly different ways of life. They agreed upon the example of movies of oriental and Asian cultures as these typically portray very different architecture and customs than what they are ever able to see firsthand. Students agreed on how movies which focus on unfamiliar cultures and customs such as the oriental and Asian ones help increase their understanding of classroom lessons revolving around history, geography, and even social studies. Students considered utilizing the computer for watching videos as the same activity as watching a movie on the television. Many students remarked they watch more movies on a computer screen than they do on a television screen. Their elaborations on these questionnaire answers through the interview were simply that they considered television and computer movie viewing to be the same activity, with the difference that computers are more convenient as they would permit a bigger choice due to movie availability over the internet and portability of laptop computers. When conversation shifted towards video games and how they can also be used to enhance classroom lessons based on specific classes, they remarked how the type of adventure games known as Role Playing Games (RPGs) are perhaps the ones with the most to contribute. Students stated these are games which often include logic and mathematical puzzles, they include resource and equipment management, and these must be successfully resolved in order to progress through the rich and complex storylines which often are an integral

part of RPGs. The features of RPGs above were associated with math and English class and they agreed these video games could contribute to better understanding lessons for each.

The interviews with the teacher prompted for answers to the same questions asked to student participants, but from the point of view of the educator. These answers were sometimes found to be at odds with the replies from students, but also expanded on student replies as they were now taken from the point of view of an educator.

The teacher believed students preferred English when they engaged with the varying forms of *EE* because of the chances *EE* provided for enriching vocabulary. Even though this was one of the answers which was at odds from the students' point of view, it reveals how the value and potential of *EE* for enriching vocabulary is present in the mind of a certified teacher in Puerto Rico. This also reveals how the possibility for *EE* to be used as a tool to enhance a language classroom exists and is recognized from the point of view a trained educator with experience in reaching student interest.

The teacher agreed with students in that both expressed how *EE* in English had a powerful opportunity to enhance comprehension of English such as: word order, pronunciation, and spelling. The teacher also agreed with students in that lessons utilizing *EE* had the opportunities to be integrated with other school subjects. The teacher also made three distinctions while giving a brief list of specific video games which have the opportunity to impart lessons which apply to student's lives inside and outside of the classroom.

The first distinction made was that many video games are not completely sedentary experiences. The Nintendo Wii, Microsoft's Xbox 360's Kinect feature, and many arcade video game machines are fully dependent on body movement and kinesthetic awareness, thus

developing motor abilities in its players in much the way the goals of physical education courses do.

The second distinction was how some of the more modern and complex story driven games require of the player to make choices within the game narrative which will impact the course of the storyline. The teacher pointed out how games such as these provide safe opportunities for players to witness and accept the consequences of their actions while developing complex decision making skills within rich background stories. The game singled out as an excellent example was *Mass Effect 2* (2010); we arrived at this conclusion during previous exchanges. We discovered we both are drawn to this game series for many of the same reasons. During this interview phase, many of the answers were arrived at through mutual contributions to the conversation and analysis of opportunities which could be utilized for students. The teacher explained how this game was a personal favorite and elaborated on how the *Mass Effect* series offers opportunities for decision making. These decisions include moral debates over which characters to rescue over whom to leave for certain death, utilizing truth or lies as a course of action, and choosing relationship partners based on personal or political interest. We also exchanged ideas on how these provided opportunities to explore how choices are based on conflicts of morality with practicality and convenience and how, as video game players, students might be able to experience these within the consequence-free environment which the game offers.

The third distinction was how even violent video games offered something valuable for learning purposes. The teacher believed experiences such as the one provided by a heavily multiplayer-based game like *Call of Duty Black Ops* (2010) also provided opportunities for learning skills such as team and group work. Unless effective communication and assignment of

roles and responsibilities are carried out, common goals are not easily met. The teacher remarked on how this is a key trait which is the common academic goal of any group assignment in any class and serves as what is probably a founding principle for living in society.

The teacher acknowledged the games mentioned in these examples contain violent content and are rated for older audiences, however, the teacher still believed this does not alter the fact that these games possess opportunities for imparting the lessons mentioned above. The teacher concluded these are all skills which are valued in many real-world professional and personal environments and therefore conclude video games are a possible valuable source for developing these areas.

From the data explained above, I conclude both students and the teacher realize and value the contributions which leisure time can add to growth in multiple academic areas such as math, history, science, Spanish, and English. Moreover, video games also have the opportunity to contribute to other classroom subjects such as physical education based solely on the interactive medium of the game. Video games have the potential to illustrate the consequences of decisions while providing a safe environment to do so. They can serve to illustrate the importance of developing and putting into practice social skills to work for a common goal.

Consequently, video games being able to enhance classroom lessons in Puerto Rico can be seen based on the results found above. The characteristics of video games which allow for enhancing classroom lessons include features which overlap with multiple class subjects at a time. In the way RPGs commonly share in-game features which allow for math, social studies, and language classes to be targeted simultaneously, video games also range from moving the body to create kinesthetic awareness, making high-risk decisions in low risk environments, and communicating effectively through social interaction.

Triangulating research question #3

Can video games be incorporated into the English learning curriculum in Puerto Rico to help students achieve the Department of Education's Content Standards and Grade-Level Expectations (2007) for seventh, eighth, and ninth grade? If so, how can teachers utilize video games to demonstrate and enhance classroom lessons? To answer this research question, I justify the inclusion of video games for academic purposes with various classroom observations of a written and oral report centered on a video game. I then outline this report and point to evidence of how the inclusion of video games has potential to comply with the Content Standards and Grade-Level Expectations (2007) for English. I also utilize the replies to the interview from students and the teacher alongside Content Standards and Grade-Level Expectations (2007) of the DEPR for 7th, 8th, and 9th to demonstrate how video games can be used to enhance a language classroom.

Observations allowed me to witness one of the biggest assignments of the semester. It was a report on video games which consisted of two components: a written and an oral report. This report practiced core lessons of the technology course such as familiarizing the student with the tools and techniques for using word processing software and gaining experience with a personal computer. Similarly, this assignment also provided written and oral opportunities of expression and development which had the potential to target Content Standards and Grade-Level Expectations (2007) of English for the 7th, 8th, and 9th grades.

The guidelines for this written video game report included format and content requirements. The format requirements included spacing, text alignment, title, font size and font type specifications, and the entire report must have been free of grammatical errors. All of these

requirements would obligate students to inevitably engage with and explore features of word-processing software, complying then with the requirements for the technology course.

The content requirements outlined six paragraphs. Each paragraph specified the content it must include. The requirements for paragraph one forced the participants to undertake independent research and utilize the computer and the internet as their main research tool. Paragraph one must introduce the fundamental information of the video game, including title, year of release, Electronic System's Rating Board (ESRB) rating, publisher, and development companies. Students were required to investigate and specify if the video game's packaging case was recyclable. The country in which the game was manufactured had to be identified and located on a world map alongside the country's national flag. The genre of the chosen video game must have been listed and the rating from their choice of a web-based video game review website was also required.

Paragraphs two and three focused on the central elements of the game's story by exploring characters and story arc. According to the Content Standards and Grade-Level Expectations (2007) for English, reading is a "dynamic interactive process of constructing meaning by combining the reader's background knowledge with the information in the text" (p. 17). Students would do so by distinguishing main characters from secondary characters. The character analysis had students identify the motivations of the characters in hopes of understanding differences between points of view and how good and evil are merely two points of view and not absolute. Paragraph three focused on the story arc of the game: what is commonly known as plot in discussions of story in many English classrooms. It included the central elements of a story such as setting, conflict, and resolution to be analyzed in the character's context. Doing so allowed to connect to the Content Standards and Grade-Level

Expectation (2007) classification as *literal comprehension* which “involves understanding of what is explicitly stated in the text” (p. 17).

Paragraph four took the ideas from the previous two paragraphs and focused on taking all of the central elements of a story such as characters, plot, and setting and required students to think critically about each. It prompted students to seek out parallels in the game’s narrative and tie them to possible real-world events located in either past or present historical times. Students were expected to speak about any criticisms or warning which might be present within the game’s narrative about current social or political happenings. According to the Content Standards and Grade-Level Expectations (2007), doing so allowed for *inferential comprehension* which involves “understanding what is implied by the text” (p. 17).

Paragraph five focused on students’ favorite part of the game. This is the paragraph in which the student was given the liberty of choosing what they enjoyed the most and elaborate on why they chose it. The most common choice was the climax of the game’s plot and this opportunity was taken advantage of to further explain why the climax is a distinguishable part of the plotline.

Paragraph six focused on providing a space for reflection. Here, students would reflect on any possible lessons which could be derived from experiencing their favorite games for an academic purpose. It also provided space for evaluations of the game’s ability to incite reflective thought and their own abilities to grasp any new lessons they had not been able to before this assignment was required of them. The Content Standards and Grade-Level Expectations (2007) calls this *critical comprehension* which involves “understanding how to go beyond the information on the page ... to connect the information with what is already known or to realize that there is not enough information to make a connection” (p. 17).

The written report outlined above complied with having students purposefully use the personal computer within the technology classroom to write and format the assignment.

However, as a researcher interested in English education and how a video game could be used to enhance a language classroom, I noticed how the report also had the possibility to target several Content Standards and Grade-Level Expectations (2007) for reading and writing in English for 7th, 8th, and 9th grades. These are listed in the Table 2 and the entirety along with explanation of each standard can be found in Appendix H.

Table 2

Content Standards and Grade-Level Expectations for reading and writing met by the written report

7 th Grade		8 th Grade		9 th Grade	
Reading	Writing	Reading	Writing	Reading	Writing
R.7.3	W.7.1	R.8.3	W.8.1	R.9.1	W.9.1
R.7.4	W.7.3	R.8.4	W.8.3	R.9.3	W.9.2
R.7.5	W.7.5	R.8.5	W.8.5	R.9.4	W.9.5
--	--	--	--	R.9.5	--

Note. From Content Standards and Grade-Level Expectations (2007)

This written report provided students with an opportunity to go through the writing process of prewriting, drafting, revising, editing, and publishing as it is described in the Content Standards and Grade-Level Expectations (2007, p. 19). Aside from possessing the possibility to comply with these Content Standards and Grade-Level Expectation for English, this report also adapted curricular integration as it had students utilize and broaden their knowledge derived

from other subjects. History and geography are two subjects which can be integrated according to the geographical research requirements of paragraph 1. Social studies can be targeted by reflecting on the differing character's intentions and conflicts which arise within the game and how they reflect relationships in the real world. Spanish orthography and writing correctness is targeted through the need of editing and correction of the composition, and English class could be targeted if these were to be done in the English language. The development of critical thinking and reflective practices are shared goals of each class and are also present and could be taken advantage of by means of this report.

This written report would then be followed by an oral report in which the students were tasked with explaining their findings to the class and subsequently were asked questions by fellow students and the teacher. This provided an opportunity for constructive feedback from peers and the teacher, an aspect of oral communication which the Content Standards and Grade-Level Expectations (2007) value as indispensable for learners (p. 11). The rubric evaluated criteria such as mannerisms, organization of ideas, strategies for maintaining an audience engaged utilizing proper use of tone, precision, and pronunciation. In the same way the written part of the report targeted writing and reading skills, the oral report has the possibility of targeting most of the Listening/Speaking Content Standards for 7th, 8th, and 9th grades. These possible expectations are delineated in Table 3 according to the grading rubric for the oral report. The entirety of the current standards and expectations can be found in Appendix H.

Table 3

Content Standards and Grade-Level Expectations for listening/speaking met by the oral report

7 th Grade	8 th Grade	9 th Grade
Listening/Speaking	Listening/Speaking	Listening/Speaking
LS.7.2	LS.8.2	LS.9.2
LS.7.3	LS.8.3	LS.9.3
LS.7.4	LS.8.4	LS.9.4
LS.7.5	LS.8.5	--

Note. From Content Standards and Grade-Level Expectations (2007)

The reference lists for the Content Standards and Grade Level Expectations (2007) which can be covered for 7th, 8th, and 9th grades demonstrate how utilizing a video game in a similar way textbooks are, reveal how a video game too can be incorporated into the English learning curriculum in Puerto Rico to help students achieve the DEPR's Content Standard and Grade-level Expectations (2007) for these grades.

By offering students a written and oral report of this kind, several of the missions and goals of the Content Standards and Grade-Level Expectation (2007) for English can be met. These missions and goals include:

- “Offer students English language experiences that are based on challenging meaningful and pertinent content and assessment standards based on the humanistic constructivist paradigm” (p. 13).
- “Prepare all students to reach their potential through the development of their abilities in the four strands of the English program: oral communication, written communication, reading comprehension, and literary appreciation” (p. 13).

- “Empowers students to become competent, knowledgeable, independent, reflective and self-confident English language learners” (p. 13).
- “Prepare students to access, organize, and evaluate information obtained through technological or electronic means for the development of listening, reading and writing skills” (p. 13).
- “Develop students’ critical and creative thinking through the process of English language learning” (p. 13).
- “Reinforce and model students’ ethical and moral values, awareness, and cultural repertoire through exposure to a variety of literatures in English” (p. 13).
- “Encourage all students to become informed and responsible citizens in a democratic society” (p. 13).
- “Provide opportunities for student participation in a variety of social and interactive scenarios” (p. 13).

Not only this, but also all three standards of the Content Standards and Grade-Level Expectations (2007) can be met as well.

Standard #1 Listening/Speaking

“The student uses the English language to interpret oral input, construct meaning, and interact with confidence both verbally and nonverbally, and express ideas effectively in a variety of personal, social, and academic contexts” (p. 15).

Standard #2 Reading

“The student uses reading strategies, literary analysis, and critical thinking skills to construct meaning and develop an understanding as well as an appreciation of a variety of genres of fiction and nonfiction” (p. 17).

Standard # 3 Writing

“The students effectively communicates to a variety of audiences in all forms of writing through the use of the writing process, proper grammar, and age-appropriate expressive vocabulary” (p. 19).

During the interview, the teacher commented on how often many students bring examples of movies or video games as background knowledge when exploratory questions to textbook material are asked. The teacher’s remarks recognized how in order to remain relevant to students’ interests, and therefore their lives, teachers must absolutely find ways which appeal to and contribute to student interest and education. If a teacher ignores the examples a student brings into the classroom, such as the examples of movies or video games, then it is the same as ignoring the students’ context.

One way of figuring out what students are regularly exposed to and therefore familiar with, is by asking them; this was accomplished with Questionnaire Item #9 and the results of Figure 10.

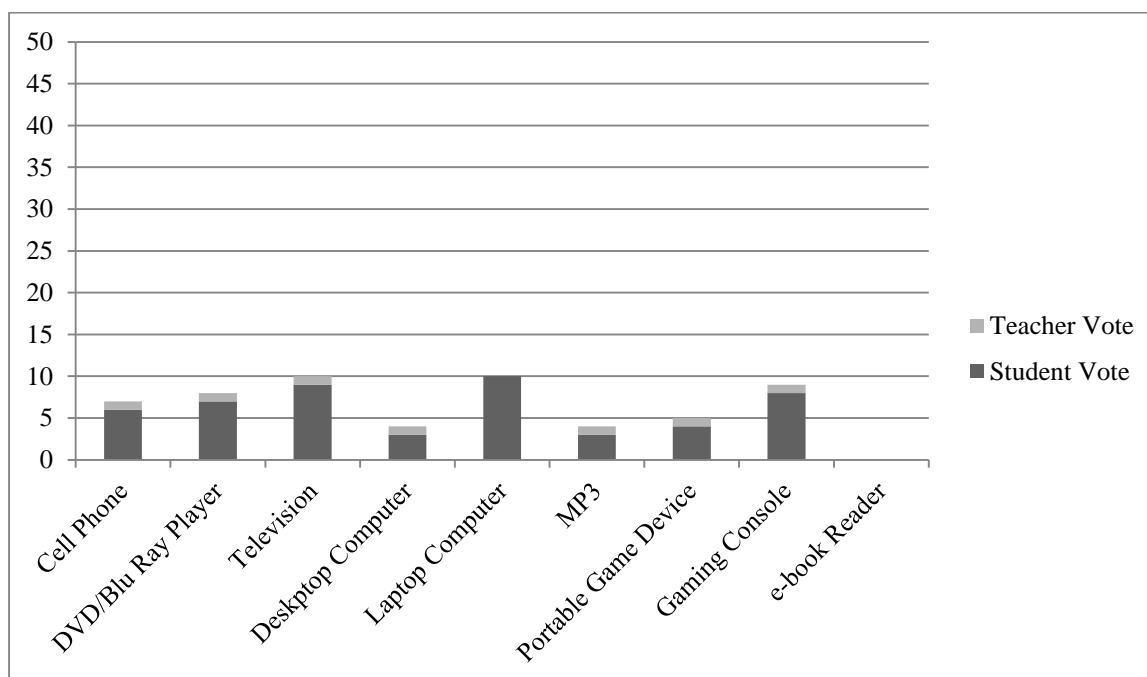


Figure 10. Regular use of electronic devices. This figure illustrates the most common devices which participants regularly utilize.

The results show how the top three choices among student participants for the electronic device which they either own or use constantly are laptop computers with 20% of the votes, followed by television with 18% of the votes, and gaming consoles with 16% of the votes. These three forms of *EE* also revealed to be the top three devices which student participants engage with the most when they are not at school.

Questionnaire items #3, #4, and #5 asked participants to register how much time, on an average week, they spend with each of these three forms of *EE*. The results for these questionnaire items reveal how every single participant spends at least *Some of the Time* with every single one of these forms of *EE* as seen in Figures 11, 12, and 13.

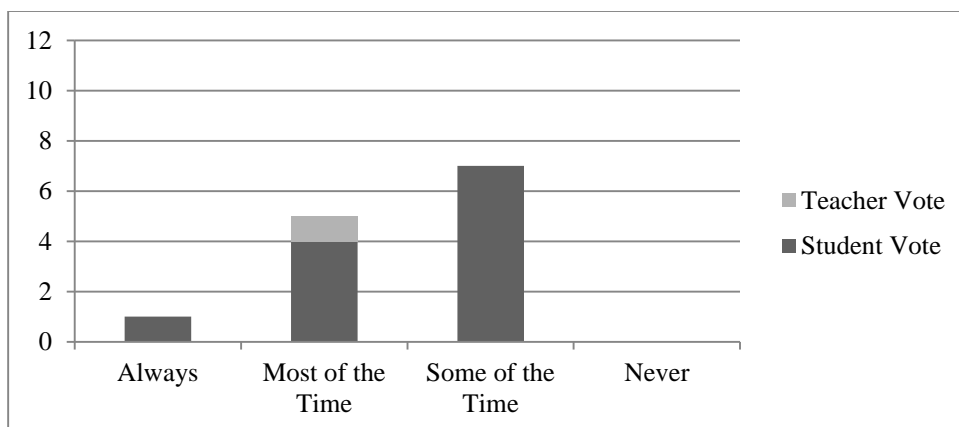


Figure 11. Time spent watching television. This figure illustrates the rough amount of time participants reported spend watching television.

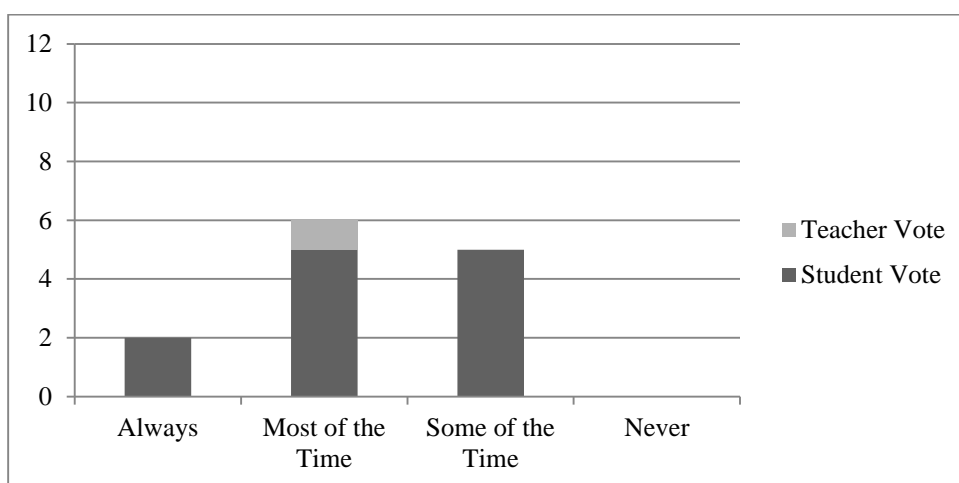


Figure 12. Time spent on the internet/computer. This figure illustrates the rough amount of time participants reported spend using the internet/computer.

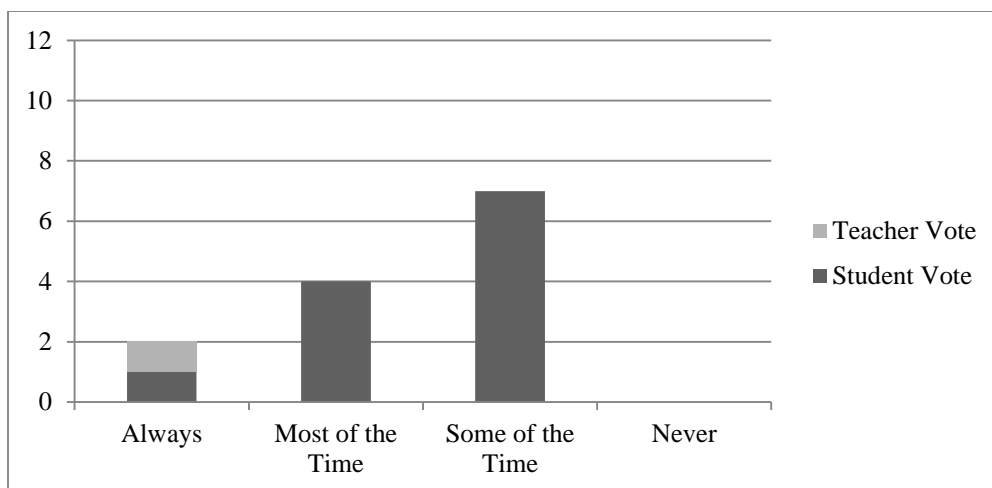


Figure 13. Time spent playing video games. This figure illustrates the rough amount of time participants reported spend playing video games.

From the data above, it is worth noticing that every single student engages with any of these forms of *EE* from *Some of the Time* to *Always* and this implies all three of these major forms of *EE* are present in the lives of every single student participant. It therefore explains how students often bring in examples associated with these forms of *EE*, as the teacher had explained. Notice how for each of the three forms of *EE*, *Never* remained an option which was unreported in all three cases as well, indicating how every single student participant did, indeed, engage with each of these at least to a minimal amount.

Video games can be utilized to meet with the Department of Education of Puerto Rico's Content Standards and Grade-Level Expectations (2007). The example of the written and oral report utilized for the class serves as an indicator of the possibilities which utilizing a video game in place of a classic English classroom text has for meeting the DEPR's requirements for 7th, 8th, and 9th grades. It is up to each teacher to recognize the reality in which students live on a daily basis: they have access to and are surrounded by these pieces of technology and often utilize them for entertainment purposes during leisure time; however, they can also be utilized for

educational purposes during academic time. Figuring out how to utilize video games to demonstrate and enhance classroom lessons begins with accepting that these forms of *EE* are a part of daily life of Puerto Rican students. This realization must then be followed by maintaining an open mind as well as developing a critical eye to the lessons which can be facilitated and then applying those same lessons to the classroom.

Triangulating research question #4

What instructional strategies and lesson plans can be developed with video games?

To answer research question #4, I developed several lesson plans geared towards providing examples of classes which centered on video games as the main text to be explored for academic purposes. The inclusion of video games for classroom purposes is justified according to the requirements and guidelines of the English Curricular Framework (2003), the Content Standards and Grade-Level Expectations (2007), the Curriculum Maps (2011) for English, the Transversal Themes (2010), and Policy Letter 8-2013-2014 “Public Policy Which Guides the Curricular Content of the English Program for all Public Primary and Secondary Schools” (Política Pública Sobre el Contenido Curricular del Programa de Inglés para todas las escuelas públicas elementales, intermedias, y superiores) and Policy Letter 14-2013-2014 “Public Policy on Planning of the Learning Process” (Política Pública Sobre Planificación del Proceso de Aprendizaje).

These lesson plans are presented in the following Chapter: 5 Lesson Plans and contain ideas to integrating several video games for 7th, 8th, and 9th grade English courses in Puerto Rico while complying with each of the requirements of the DEPR.

Chapter 5: Lesson Plans

This chapter contains a total of four lesson plans aimed at the 7th, 8th, and 9th grades. Each lesson plan focuses on a single commercial video game as the central text is aligned with the Content Standards and Grade-Level Expectations (2007) of the English program. The chosen video games were created with the purpose of entertaining and not educating, i.e., they were not created with the purpose of aiding in the learning of any subject matter. Instead, any learning is but a side-effect of the video game. *Portal 2* (2011) is utilized for the 7th grade; *Mass Effect 2* (2010) for the 8th grade, and *Civilization Revolution* (2008) for the 9th grade—all of which are commercially successful, award winning video game franchises.

It is important to note these lesson plans were developed with the current requirements in the normative documents of the DEPR at the time of this project's conception. These lesson plans abide by the requirements for planning according to the Department of Education of Puerto Rico's (DEPR) Policy Letter 8-2013-2014 "Public Policy Which Guides the Curricular Content of the English Program for all Public Primary and Secondary Schools" (Política Pública Sobre el Contenido Curricular del Programa de Inglés para todas las escuelas públicas elementales, intermedias, y superiores) and Policy Letter 14-2013-2014 "Public Policy on Planning of the Learning Process" (Política Pública Sobre Planificación del Proceso de Aprendizaje). Likewise, these plans comply with the Content Standards and Grade-Level Expectations (2007) for each 7th, 8th, and 9th grade, along with the Curricular Framework for English (2003). These lesson plans were also designed to fit into various units of the English Curriculum Maps (2011) and include the Transversal Themes (2010) of the DEPR.

The goals for the lesson plans presented in this chapter are to aid in the development of language skills including listening, speaking, reading and writing according to the DEPR Content

Standards and Grade-Level Expectations (2007) of English through the use of a relevant text to aid in learning goals. These lesson plans also broaden their reach by incorporating other subjects such as history and science to varying extents, while being positioned within the English Curriculum Maps (2011) for each grade.

The lessons are spread out to cover a varying numbers of days. The daily sequence of activities are designed to tie into one another and build on the previous activity. They also contain some assessment strategies which have been taken directly from the DEPR's Curriculum Maps (2011) for each respective grade and unit lesson. The selected assessment strategies are available at the end of each lesson plan.

As stated in Policy Letter 14-2013-2014 "Public Policy on Planning of the Learning Process" (Política Pública Sobre Planificación del Proceso de Aprendizaje), each of the requirements are included, but some of these are dependent on individual schools and educational districts, and the short and long-term goals set out by each. As a consequence, elements of these lesson plans such as Strategies of the PCE (Plan Comprensivo Escolar) and its phases such as Learning Cycles, Reading Trilogy, Exploration, Conceptualization and Application (ECA) are left unspecified. Type and Level of Taxonomy are also left unstipulated. Modifications and accommodations along with Teacher Reflections on praxis are also features which are greatly variable on the needs and outcomes of each classroom and are too variable to be put forth in these lesson plans. Aside from the features mentioned above, these lesson plans cover each of the other requirements which would serve to guide teachers in building their own lesson plans.

Nevertheless, it is likely some teachers would second-guess the use of non-educational video games for a classroom learning goal. Others would question the use of video games in the

class room at all. Concerns for utilizing video games in a classroom are perhaps rooted in the common notion that games have no place where serious learning should take place. This perception is slowly changing as a growing number of academics uncover and apply the benefits of gaming for learning as I explored in Chapter 2: Literature Review. However, it is very important to address what will likely be common concerns of anyone considering utilizing video games for their classroom.

Possible concerns with utilizing video games in classroom settings in Puerto Rico

The first concern may be that video games are not allowed to be brought into a classroom in the Department of Education of Puerto Rico (DEPR). Video games are a possible classroom text which abides by the requirements of the DEPR. Materials and texts which English teachers bring into the classroom are justified in as long as they serve the academic purpose of complying with the Content Standards and Grade-Level Expectations (2007) set out by the DEPR. According to the English Curricular Framework (2003) for Puerto Rico, “materials are chosen and/or adapted by teachers in consultation with each other, not by the Department of Education at the central level” (p. 19). The features of the Curricular Framework of English are

characterized by its adaptability in offering students alternatives to the traditional ESL curriculum...the English program has to be decentralized and curricular decisions made at the school-community level within the parameters of the Conceptual Curriculum Framework elaborated by the Department of Education. (p. 18)

In decentralizing the curricular decisions, it is then at the teacher’s discretion if video games, or any other form of *EE*, can serve to meet the learning goals set out by the Content Standards and Grade-Level Expectations (2007).

Placing the following lesson plans within the Curriculum Maps (2011) presents a clearer view on how each lesson plan fits into the academic units put in place by the DEPR: One of the 7th grade lesson plans is positioned within unit 7.3: “Poetry: Ode to Puerto Rico”. In it, “Students analyze poetry by Langston Hughes and Newyorican poets to identify their message and understand their use of poetic devices. By studying these poets, students perform and write their own poetry that celebrates their own identity and passion. A word study of root words and subject-verb agreement is also included.” The second 7th grade lesson plan is positioned within unit 7.4: “Author’s Purpose”. In it, “Students study four types of authors purpose (to entertain, to persuade, to inform, to teach) in order to produce four pieces of writing that exemplify each type of writing. Students also do daily free writes in order to improve their writing fluency and peer-edit their writing for sentence fragments and run-on sentences.”

The 8th grade lesson plan is positioned within unit 8.3: “Influencing others to make decision that matter to us”. In it “Students read and analyze the plots of short stories. In particular, students look at moments in the stories where characters make important decisions that move the plot of the story. Students then create their own stories containing the required plot elements.”

The 9th grade lesson plan is positioned within unit 9.5: “Making Connections”. In it “Students learn to more effectively respond to literature by making connections to the text. A major focus of this unit is to improve student’s ability to critically respond to literature, including an evolving proficiency in summarizing and expressing their opinions about literature, and working with the writing process.”

A second concern would be the simple question of “why utilize video games instead of a traditional text?” Utilizing video games carries the purpose of acknowledging students’

background and interest as a foundation for engagement. This assumed background familiarity with video games as a form of *EE* is based on the results explained in Chapter 4: Results, Analysis, and Discussion which reveal how every student whom participated in this study interacts with these forms of *EE* at least *Some of the time*. However, this study does not presume every single student in Puerto Rico engages with video games in the same way. Instead, it parts from the generalization that most students would share a similar case as those who participated in this study, thus a form of *EE* such as video games would be relevant to the backgrounds of many students in Puerto Rico. Aside from being relevant, video games offer an opportunity to foster creativity through reflective and creative thinking and writing. The lessons explored within the chosen video games' narrative can then be applied to their own context in a number of ways. By utilizing video games, students may be engaged by providing variation in procedural techniques in ways a traditional text for the English class no longer does.

A third concern would be realizing there are already educational video games which are designed specifically for learning purposes. Sheldon (2012) has briefly explained how *edutainment* software often suffers from an imbalance when it comes to education and entertainment. This type of video game often places priority on the educational side and leaves the entertainment to little more than a “furry critter as a teacher” (Sheldon, 2012, p.15). These edutainment types of video games would seem as foreign and unengaging as a traditional classroom text according to the results of the questionnaire, as explained in Chapter 4: Results, Analysis, and Discussion which reveal how no participants own educational video games. In utilizing commercial video games, a teacher utilizes the same type of video games students would likely have at home. Thus, by utilizing commercial video games, the lesson utilizes a text

which students are familiar with and might find much more engaging than a piece of edutainment software.

A fourth concern is an inability to follow the lesson plans exactly as they are laid out in this chapter. The lesson plans contained in this chapter utilize specific video games, have targeted specific standards and expectations, utilize specific assessment strategies, and are set to be completed within a specific number of days. However, these lesson plans are merely a guide and a resource to be utilized for two purposes: first, it is to demonstrate possible ways of how a video game can indeed serve to meet the Content Standards and Grade-Level Expectations (2007) for the English program in Puerto Rico from 7th through 9th grades and second, they are a stepping stone for any teacher who wishes to go beyond traditional classroom practices by incorporating *EE* in the classroom to begin his or her planning ideas.

The video games utilized may be changed, the targeted standards and expectations may be changed, the assessment strategies may be changed, and the timeframes may be changed. The entire lesson plan may be revised and improved, altered and adapted to fit students' needs and I wholeheartedly encourage teachers to do so.

A fifth concern is realizing these lesson plans include video games rated "M" for "Mature" audiences. The concern for the violence which is present in video games will seemingly always be present in any debate, especially one which suggests video games' use for teaching children. As I have explained previously in Chapter 2: Literature Review, games have been criticized as extremely violent for decades now, but many strong claims exist for both sides of the argument and exhausting them is beyond the scope of this research. For the purposes of these lesson plans, know that each of the proposed video games are classified by the Electronic System's Rating Board (ESRB) according to their content. Brief excerpts from the ESRB for

each of these games have been included and links to the full classification details have been provided at the beginning of each lesson plan. The classifications range from “E” for “Everybody” to “M” for “Mature”. The reasons for a game to be classified as “M” include, but are not limited to, violent, sexual, or alcoholic themes. The use of the “M” rated video games with themes such as these have been limited to include only those scenes in which these themes make no appearances whatsoever and instead solely contribute to the lesson plan’s progress. Much like a concerned parent, the teacher must also be familiarized with the content to be used by students. I highly encourage the examination and familiarization with every video game used as an example within these lesson plans and any video game which a teacher might suspect could be used for a classroom purpose. Doing so would not only keep unsecure content away from students, but it would inevitably lead to richer, more informed lessons on part of the teacher.

Utilizing *Portal 2* in the classroom

About the game. *Portal 2* is a challenging commercial puzzle-game where players must use laws of physics, reasoning skills, and scientific inquiry to progress. These games (there is a first part) are unique because they also have a rich story line and meaningful narrative, which can be rare for puzzle games such as Tetris or Chess. *Portal 2* is available for Macintosh, Windows PC, PlayStation3, and Xbox 360.

Read more about the game at: <http://www.thinkwithportals.com/about.php>

Suitability of the game. "...Throughout the game, players must avoid hazards such as stationary gun turrets, toxic substances, poisonous gas, and giant pistons; some sequences are accompanied by realistic gunfire. Robot droids can also be destroyed; for example, in one boss battle, players must defeat a robot by throwing small bombs. The words 'damn' and 'hell' can be heard in the dialogue" (Electronic Systems, 2011). *Portal 2* is not violent and has a Teen rating (ages 10+).

Read more on the rating at:

<http://www.esrb.org/ratings/synopsis.jsp?Certificate=30729&Title=Portal%202>

Lesson Plan #1: Elements of Poetry in *Portal 2*

Class Background: During the poetry unit of the course, this is a class which elaborates on several elements of poetry which have already been discussed in previous classes.

Compatible with: Curriculum Map Unit 7.3 Poetry: Ode to Puerto Rico

PCE Strategies and Learning Phases: (Will vary)

Targeted Standards	Expectations
L/S.7.2	Listens, responds to, and analyzes complex instructions and statements; applies and clarifies instructions and directions; answers and formulates closed and open-ended questions.
R.7.1	Analyzes the text, establishes purpose, recognizes author's purpose, and distinguishes text features to enhance comprehension.
R.7.2	Applies context clues, reference sources, and other vocabulary expansion strategies to assess word meaning using prior knowledge to relate to new meaning; uses prefixes, suffixes, and root words to determine the meaning of unfamiliar, multiple-meaning, and compound words.
R.7.6	Identifies imagery and the elements of poetry.

Curricular integration with transversal themes:

Civic and Ethical Education: Appreciate all forms of art

Technology and Education: Video Games

	Objectives	Assessment
Conceptual	Through playing the introductory chapter to <i>Portal 2</i> , students will analyze the game as a text to recognize author's purpose and enhance text comprehension.	The Venn diagram and the oral elaborations of the connections between both texts allow for this analysis.
Procedural	After experiencing chapter 1 of <i>Portal 2</i> , students will form a Venn diagram featuring comparisons between elements of poetry within traditional texts and <i>Portal 2</i>	Completed Venn diagram
Attitudinal	By making comparisons between elements of poetry from two different texts, students will appreciate the enduring traits present in each.	Oral and written connections between both texts expressing and how they exhibit elements of poetry

	Activities for day 1
Initial	<p>Humor is a mood or tone with positive impacts, such as serving as a mnemonic device. Humor's use as a mnemonic device is reflected upon and students are asked to recall a moment when something humorous has made a piece of information <i>stick</i> with them. Elements of poetry are refreshed along with previously discussed examples.</p> <p>Introduce <i>Portal 2</i> as a critically acclaimed humorous game. Point to one of the reasons for its commercial successes is due to its humorous and therefore entertaining dialogue. Mention how its humor is often context-related and therefore dependent on the awareness of player's current predicament. Also, point to various elements of poetry which are present in <i>Portal 2</i> such as personification, mood and tone. Point to how humor is also expressed through varying tones and moods.</p>
Development	<p>Class plays through the introduction to chapter 1 of <i>Portal 2</i>, paying special attention to humor and elements of poetry (specifically personification, and gradual increase in mood and tone). For a sample, click here: https://www.youtube.com/watch?v=HtKtllip_rE</p>
Closing	<p>Students orally share the instances they have seen elements of poetry in <i>Portal 2</i>. Student must explain <i>how</i> or <i>why</i> they believe them to be irony or sarcasm, etc.</p> <p>(Most possible answers include Wheatley's interactions with Chell [player]. In these interactions, there are instances of: Irony, Sarcasm, and Excitement. Wheatley is a character in <i>Portal 2</i> that is a small metallic and circular ball encasing an artificial intelligence program. The personification attained through Wheatley's voice, eye-movement, worriedness, doubt, reasoning, suspicion, surprise, and dialogue with Chell [player] are all prime examples which students could point to in order to comply with identifying elements of poetry within chapter 1 of <i>Portal 2</i>.)</p>
Homework	<i>None</i>
Evaluation	Identifying elements of poetry.
Material	<i>Portal 2</i>

	Activities for day 2
Initial	<p>Reviewing of the elements of poetry found within <i>Portal 2</i>. <i>Engaging question:</i> What was the purpose of including these elements within the game?</p>
Development	<p>Compare traditional poetry and its elements with the elements of poetry found within <i>Portal 2</i>. <i>What purpose does each serve?</i> Class enters in a comparison between the purposes of the presence of elements of poetry within traditional poetry [which have already been discussed] and within <i>Portal 2</i>. These are done in small groups; approximately 4 members. A Venn diagram helps in visually organizing the student's ideas.</p>
Closing	Groups choose one person to orally share their results with the rest of the

	class.
Homework	<i>None</i>
Evaluation	Venn diagram and verbal expressions of results.
Material	

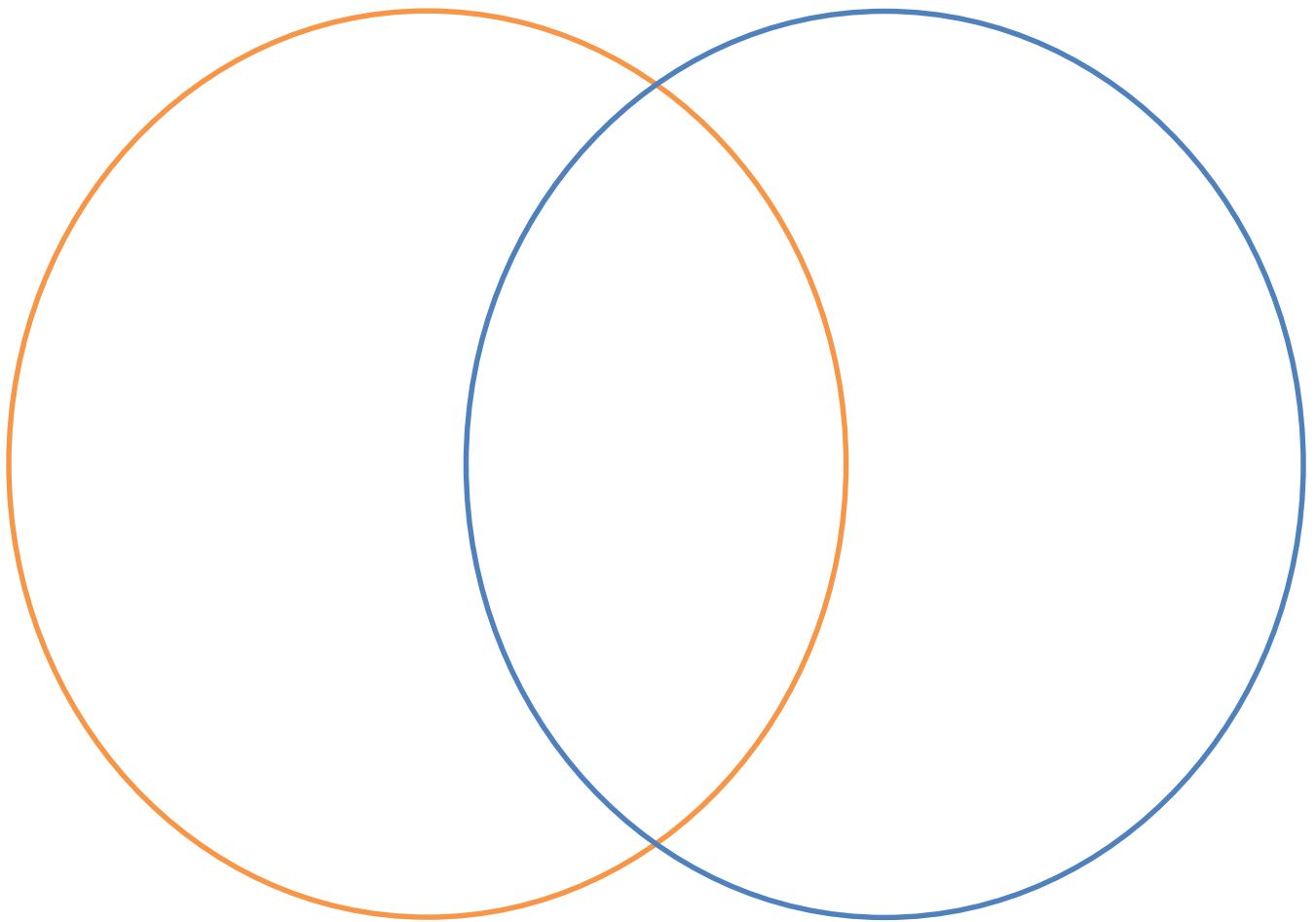
Name: _____

Date: _____

Venn Diagram – Elements of Poetry
Are they only for poetry?

Portal 2

Traditional Text



Lesson Plan #2: Science for English using *Portal 2*

Class Background: This class would take place shortly after the parts of a paragraph, such as sentence formation, punctuation, and the use of transitional words have already been studied.

Compatible with: Curriculum Map Unit 7.4: Author's Purpose

PCE Strategies and Learning Phases: (Will vary)

Targeted Standards	Expectations
L/S.7.3	Uses appropriate language structure to problem solve and to explain a process; interacts in discussions and presentations.
R.7.4	Sorts and organizes relevant events, states cause and effect, makes connections, predictions, and inferences; draws conclusions; states the problem and solution in fiction and nonfiction.
W.7.1	Combines sentences and ideas by using simple transitional phrases; applies commas to correctly punctuate and construct sentences; distinguishes complete sentences from fragments and run-on sentences.

Curricular integration with transversal themes:

Technology and Education: Video Games

	Objectives	Assessment
Conceptual	While solving puzzles within <i>Portal 2</i> , students will make connections, predictions, and inferences about the outcomes of player actions and how they must abide by principles of science.	The in-game progress determines if students have been successful at making prediction and inferences of their in-game actions.
Procedural	Using <i>Portal 2</i> along with other reference material, students will explain the process of momentum and how they saw it in <i>Portal 2</i> in one paragraph.	Paragraph Checklist Transitional word use
Attitudinal	By completing the assigned tasks and making the connections, students will interiorize how science principles have varying applications in the real and entertainment world.	The paragraph's connections to their immediate world.

Activities for day 1	
Initial	Class begins by connecting the physics principle of momentum to the daily lives and the importance of understanding it. One example of momentum in daily life is a moving car as it determines when and how to push the brake pedal in order to stop. Explain how momentum is also at play in <i>Portal 2</i> and introduce the puzzles which the class will be playing during the day.
Development	As class develops, playing specific puzzles with momentum as a key puzzle trait are shown. Students try their abilities at solving these puzzles. Once the puzzles are solved correctly, students verbally explain <i>why</i> and <i>how</i> the puzzles were solved and how momentum played a role in their solutions. One such example of the puzzle can be viewed here: https://www.youtube.com/watch?v=i2B6qk3KE_4
Closing	Students verbally summarize the instances where momentum carried them over parts of the game's puzzles and share them out loud.
Homework	Students review the parts of a paragraph, including complete sentence formation and transitional words for adding information use. Also, students refer to reference sources on "momentum". <div style="display: flex; justify-content: space-between;"> __Practice <u>X</u>Preparation __Elaboration </div>
Evaluation	In-game progress. Verbal summary of game events dealing with momentum.
Material	<i>Portal 2</i>

Activities for day 2	
Initial	Review of the <i>Portal 2</i> 's events with questions aimed at refreshing the game's puzzles. Re-statement of a paragraph's parts including complete sentences and transitional word for adding information.
Development	Utilizing reference sources for specific information on momentum, students will write a one-paragraph composition explaining how momentum works and how they saw it during the playing of <i>Portal 2</i> . The correct use of sentence formation and transitional words for adding information are expected.
Closing	Students take turns in sharing their paragraphs with the class.
Homework	<i>None</i>
Evaluation	Paragraph Checklist
Material	Reference sources

Name: _____

Date: _____

Transitional Words/Phrases for Ideas

Good writers use transitional words to guide the reader through the text.
Use these words when you are writing.

Purpose	Selection of Transitional Words
Introduce Ideas	First, Second, Third, Next, Then , Later
Connect Ideas and Add New Information	For example, After, Also, Then, In addition, Furthermore, Well, Because of this, For instance, In other words, Additionally
Contrast Ideas	However, On the contrary, On the other hand, In contrast, Instead
Conclude	In conclusion, Consequently, Finally, In summary, Lastly, In short, As you can see
Describe a past event	Earlier, Before, Shortly before that, A moment before
Describe a present event	Meanwhile, At that very moment, During all this, While this was happening
Describe a future event	Shortly after that, Along the way, An hour later, Soon, Immediately, As soon as, Not a moment too soon, Before long
Sometime after an event	After all that, Later on, Eventually, At last, Next, Finally

Name: _____

Date: _____

Paragraph Student Checklist

	Yes	No	Notes
Does the paragraph have a clear topic sentence?			
Is the paragraph indented?			
Does the paragraph have major details that connect to the topic sentence?			
Does the paragraph have minor details that connect to the major details?			
Does the paragraph have a concluding sentence?			
Did the writer use proper capitalization?			
Is the paragraph free of spelling errors?			
Are all sentences complete?			
Did the writer use transitional words?			
Did the writer use correct punctuation at the end of each sentence?			

Utilizing *Mass Effect 2* in the classroom

About the game. The *Mass Effect* video game series is set in the entire Milky Way galaxy during the 22nd century. During this time, humanity is threatened by a species known as the Collectors. The player assumes the role of Commander Shepard, a human soldier who must construct and gain the loyalty of a diverse team of various fictitious alien species and human allies in order to defeat the enemy. Actions taken within the first installment of the game (*Mass Effect 1*) can alter the events and characters of *Mass Effect 2* in various ways. *Mass Effect 2* is available on PC, PlayStation 3, Xbox 360.

Read more about the game at: <http://masseffect.bioware.com/me2/>

Suitability of the game. "...At its core, the game involves a combination of conversation/interaction with characters, and ground-based (i.e., 'run-and-gun') space battle: Players use assault rifles, submachine guns, shotguns, and pistols to kill humans, robots, and aliens in the frenetic third-person firefights. Some enemies emit large splashes of blood when shot (particularly with 'head shots'); several enemies lie stagnant in pools of blood—factors for the Mature rating" (Electronic Systems, 2010).

Read more on the rating at:

<http://www.esrb.org/ratings/synopsis.jsp?Certificate=28347&Title=Mass%20Effect%202>

Lesson Plan #3: Five-Paragraph compositions on Conflict & Resolution using *Mass Effect 2*

Class Background: The class will have likely already studied the elements of Plot. This lesson utilizes selected scenes from Mass Effect 2 to illustrate conflict and resolution utilizing personal and societal conflicts within the contexts of the game. It serves to further illustrate how plot incorporates conflict and resolution to those conflicts as an integral part of the story. Movies are also slightly utilized, but only for comparisons which help in better understanding of the lesson.

Compatible with: Curriculum Map Unit 8.1: Analyzing Character Decisions

PCE Strategies and Learning Phases: (Will vary)

Targeted Standards	Expectations
L/S.8.1	Listens and responds during a read aloud from a variety of fiction and nonfiction to comprehend, generalize, relate to character and setting, identify tone, voice, and mood; makes connections to text.
L/S.8.4	Applies a variety of language patterns and structures to explain texts, discuss topics and themes, express thought on plot development, identify problem and solution, as well as make predictions, inferences, and draw conclusions from listening to a variety of texts and multimedia sources.
L/S.8.5	Explains the main idea or topic and important details from learned concepts or read aloud of a variety of expository texts, and applies sequence of events to clarify discuss, and summarize a topic from a variety of texts.
R.8.3	Distinguishes main from supporting characters, compares and contrasts character traits, and explains setting in fiction and nonfiction; distinguishes between first and second person point of view.
R.8.4	Sorts and organizes relevant events, states cause and effect, makes connections, predictions, and inferences, determines problem and solution, and draws conclusions in narrative, expository, and persuasive texts.
W.8.1	Combines sentences and ideas using simple transitional phrases; applies commas and colons to correctly punctuate sentences identifies phrases and clauses; applies phrases in writing to construct complex sentences.
W.8.3	Applies organizational patterns and the elements of descriptive, narrative, and expository forms to construct a three-paragraph composition.
W.8.5	Uses basic editing marks and reference sources to revise writing; verifies information; writes a final draft using the writing process.

Curricular integration with transversal themes:

Civic and Ethical Education:	Solidarity towards others
Education for Peace:	We are <u>not</u> equal
Technology and Education:	Video Games

	Objectives	Assessment
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Conceptual	Through exposure to selected plot points in <i>Mass Effect 2</i> , students will explain the main idea behind conflict and resolution.	The five paragraph composition will have students applying their explications to conflict and resolution as parts of the plot.
Procedural	The student will apply various organizational patterns for the end goal of composing a 5 paragraph essay on Conflict and Resolution.	By answering guide questions and following writing checklists, students apply organizational patterns to develop ideas.
Attitudinal	By studying conflict and resolutions to various instances within the storyline of <i>Mass Effect 2</i> , students will contemplate how each decision impacts those around us.	Reflective opportunities represented in video game characters and the settings which impact their decisions will be how contemplations on decision making occurs.

	Activities for day 1
Initial	Begin class by introducing <i>Mass Effect 2</i> and relevant information concerning engaging story arc and character development through conflict solving. Explain that due to the game's ESRB rating of Mature (17+) only selected conflicts will be playable for the purposes of the lesson. The majority of the game will not be playable, but synopsis of its events along with the events of the previous installment (<i>Mass Effect 1</i>) will be provided through online sources.
Development	Provide synopsis of the overarching storyline concerning the character involved in the conflicts which will be presented in later classes. Student fill-in a plot diagram to keep track of important events in the storyline and take note of any noteworthy events.
Closing	Ask students to remember the plots of their favorite movie and identify the conflict within it and the resolution. Students should make connections between elements of plot in traditional texts with movies and video games.
Homework	Bring in example of favorite movie's conflict. Guiding questions: "What inciting event causes the action to begin to 'rise' in the movie?" "Where does the story peak?" <u>X</u> Practice <u>X</u> Preparation __Elaboration
Evaluation	Plot Diagram.
Material	<i>Mass Effect 2, Internet access</i>

	Activities for day 2
Initial	Begin with a discussion of the homework and the conflicts which students bring in based on their chosen movie. Through the discussion, attempt to arrive at a recognition that conflict arises from varying sources such as man vs man, man vs nature, man vs environment, etc. but also point to how

	<p>conflict also has a resolution in each case. Then guide the discussion and tie the same thoughts back to <i>Mass Effect 2</i>.</p> <p>Once the mindset is back on the <i>Mass Effect</i> universe and its conflicts, introduce students to the selected conflicts along with the necessary synopsis of their backstory.</p>
Development	<p>Conflicts revolving around specific characters which are central to the game are examined. The characters form part of the main crew and the player consequently grows attachment to each, but conflict between them is foreshadowed and it inevitably arises in later parts of the game. These conflicts revolve around complex, in-game issues which have personal as well as historical meaning to the characters in the game. In specific, there are two such cases:</p> <p>Conflict #1 Miranda vs. Jack Conflict #2 Tali Zora vs. Legion</p> <p>Today, conflict #1 deals with personal differences stemming from different attitudes, beliefs, morals, and institutions. The class is focused on examining this conflicts' backstory, as well the characters whom protagonize it The decisions taken within the game to resolve these determines if one, both, or none of the characters end up loyal to the protagonist's cause. For a sample, click here: https://www.youtube.com/watch?v=yQG3qRjqmbc</p> <p>Guiding question: "Why do decisions matter?" Students continue to fill in plot diagram</p>
Closing	Class ends with student prediction as to how this conflict will grow, and how it might be resolved further into the narrative.
Homework	<p>Students utilize the plot diagram to write one paragraph summarizing the conflict studied today which includes their predictions for future resolutions.</p> <p style="text-align: center;">__Practice <u>X</u> Preparation __Elaboration</p>
Evaluation	Plot Diagram, Class participation
Material	<i>Mass Effect 2</i>

	Activities for day 3
Initial	Begin with a review on yesterday's conflict and predictions for future resolutions. Introduce this day's conflict.
Development	Conflicts revolving around specific characters which are central to the game are examined. The characters form part of the main crew and the player consequently grows attachment to each, but conflict between them is foreshadowed and it inevitably arises in later parts of the game. These conflicts revolve around complex, in-game issues which have personal as well as historical meaning to the characters in the game. In specific, there are

	<p>two such cases: Conflict #1 Miranda vs. Jack Conflict #2 Tali Zora vs. Legion</p> <p>Today, conflict #2 deals with historical differences stemming from a war which took place 300 years before the current events in the time line of the video game. The class is focused on examining this conflicts' backstory, as well the characters whom protagonize it The decisions taken within the game to resolve these determines if one, both, or none of the characters end up loyal to the protagonist's cause. For a sample, click here: https://www.youtube.com/watch?v=43UIaDM_EX0</p> <p>Guiding question: "Why do decisions matter?" Students continue to fill in plot diagram</p>
Closing	Class ends with student prediction as to how this conflict will grow, and how it might be resolved further into the narrative.
Homework	Students utilize the plot diagram to write one paragraph summarizing the conflict studied today which includes their predictions for future resolutions. __Practice <u>X</u> Preparation __Elaboration
Evaluation	Plot Diagram, Class participation
Material	<i>Mass Effect 2</i>

	Activities for day 4
Initial	Summarize the conflicts studied in earlier classes. Review the plot diagram students have been working on. Students bring in the summary paragraphs which they have worked on at home.
Development	Students will utilize the plot diagram and the paragraphs written as homework on their summaries and predictions of the conflicts to begin writing a five-paragraph composition which: introduces the game's conflicts, explains important details of each conflict, describes the chosen resolution in the game, makes predictions for future resolutions, explains why decisions matter, and makes connections to the elements of plot in traditional texts and movies.
Closing	Volunteer students verbally share their important ideas in a collaborative effort.
Homework	<i>None</i>
Evaluation	Oral communications
Material	Plot Diagrams and Paragraphs

	Activities for day 5
Initial	Advise on the importance of revising ones work.
Development	The peer-revision worksheet is utilized for in-class revising of each other's work. The basic editing marks worksheet is also utilized for aiding in peer revision. Students utilize both worksheets to aid in the revision process. Students exchange papers with a classmate and go over their work.
Closing	Students take time to exchange their 5 paragraph composition back to each other again and go over their work, clarify any questions on concerns.
Homework	Students incorporate the revisions suggested by their classmate. __Practice __Preparation <u>X</u> Elaboration
Evaluation	Completion of peer-revision worksheet and use of basic editing marks.
Material	Copies of the Review Worksheets

Name: _____

Date: _____

Guiding questions for daily paragraph building

- What is the root of the conflict at hand? (Origin)
- Who is involved? (2 persons, 2 civilizations, 2 planets?)
- Why did you choose your specific dialogue option?
- When do you believe this conflict will arise again? Why?
- Where is this conflict headed? (Predictions)
- How do you believe it is going to end?

Name: _____

Date: _____

Peer Revision Checklist
















	Yes	No	Examples
Essay contains 5 paragraphs			
Paragraph 1 introduces game's conflicts			
Paragraph 2 describes the chosen resolution			
Paragraph 3 makes predictions for future resolutions			
Paragraph 4 explains why decisions matter			
Paragraph 5 makes connections to the elements of plot in traditional texts and movies.			
Paragraphs have a clear focus			
Arguments are supported with details from the text			
All sentences are clear			
Next step/Suggestions			

Name: _____

Date: _____

Editing Marks

The following are commonly used editing marks when proofreading writing. Use these marks during part of the "Revision" stage in the writing process, and for the "Editing" stage as well. Editing marks should also be used during peer-editing. Take a look at the following marks to see how they are used.

EDITING MARKS	
	Insert a word, letter, or phrase
	Delete
	Capitalize
	Change to lower case
	Insert period
	Insert comma
	Insert an apostrophe
	Insert quotation marks
	Insert space
	Close up space
	Transpose letters or words
	Start a new paragraph
	Check spelling
	Move right
	Move left

Utilizing *Civilization Revolution* in the classroom

About the game. “In Civilization, players strive to become Ruler of the World by establishing and leading a civilization from the dawn of man into the space age waging war, conducting diplomacy, discovering technologies, going head-to-head with some of history's greatest leaders, and building the most powerful empire the world has ever known.”

Read more about the game at: <http://www.civilizationrevolution.com/>

Suitability of the game. Contains references to alcohol and tobacco with mild suggestive themes and violence. It is also a game which is playable online and these may expose players to unrated user-generated content.

Read more on the rating at:

<http://www.esrb.org/ratings/synopsis.jsp?Certificate=24476&Title=Sid%20Meier%27s%20Civilization%20Revolution>

Lesson Plan #4: Making Text-to-World Connections Utilizing Civilization Revolution

Class Background: This class takes place during the “Making Connections” portion of the course. It is most likely to be most effective after text-to-self and text-to-text connections have already been discussed as this allows for a gradual transferring from personal connections to the reader himself and continues to more expansive and all including connections to the world at large.

Compatible with: Curriculum Map unit 9.5: Making Connections

PCE Strategies and Learning Phases: (Will vary)

Targeted Standards	Expectations
L/S.9.1	Listens and responds to a read aloud from a variety of fiction and nonfiction to analyze character development and setting, to determine tone, voice and mood, and to make connections to the text.
L/S.9.3	Uses appropriate language structures to problem solve, explain a process, and express opinions integrating comparison and contrast statements analyzes presentations.
L/S.9.4	Uses a variety of language patterns and structures to explain text, discuss topics and themes; expresses thoughts and opinions to analyze plot, problem and solution, as well as make predictions and inferences, and draw conclusions from listening to a variety of texts and multimedia sources.
R.9.2	Analyzes context clues, reference sources and other vocabulary expansion strategies to assess word meaning using prior knowledge to relate to new meaning; uses prefixes, suffixes, and root words to determine the meaning of unfamiliar, multiple-meaning, and compound words.
R.9.3	Analyzes characters and traits; explains setting in fiction and nonfiction; distinguishes between first person, third person, and omniscient point of view.
R.9.4	Organizes plot; establishes cause and effect relationships; makes connections, predictions, inferences, draws conclusions, and classifies conflicts in narrative, expository, and persuasive texts.
W.9.3	Applies organizational patterns and the elements of descriptive, narrative, expository, and persuasive form of writing to construct a composition.
W.9.5	Uses basic editing marks and revision techniques; uses reference sources to verify information; writes a final draft using the writing process.

Curricular integration with transversal themes:

Cultural Identity: Familiarize with other cultures of America and Respect other cultures

Civic and Ethical Education: Prudence: necessary virtue for good relations

Education for Peace: We are not equal

Technology and Education: Video games

	Objectives	Assessment
Conceptual	Utilizing <i>Civilization Revolution</i> , students will relate conflict, struggle, and progress to make text-to-world connections in a 5 paragraph composition	Engaging in discussions about the in-game world in comparison with the real world allows for differences and similarities to be expressed through reflective thinking. The writing prompt geared towards the final five-paragraph composition.
Procedural	After playing the game <i>Civilization Revolution</i> , students will construct connections which express similarities between text and world, effectively.	The writing process in this unit lesson is encouraged by the context of <i>Civilization Revolution</i> as a text to connect to the world. The writing process is guided by several graphic organizers and peer assessments such as planning web, KWL Chart, Peer Revision Checklist, Feedback Checklist
Attitudinal	Through the incorporation of <i>Civilization Revolution</i> as a text in-class, students will appreciate how a text such as a video game helps make sense of the world.	Appreciating how literature helps in understanding the world is a guiding principle in this unit. The written and verbal expression by students would demonstrate their understanding that utilizing <i>Civilization Revolution</i> helps in propagating the idea that a video game can serve as a text that helps students learn about themselves and their world.

	Activities for day 1
Initial	Introduce <i>Civilization Revolution</i> and relevant information such as it being a rich strategy gameplay featuring real-world settings and cultures. It allows players to guide a civilization from the dawn of time to the space age. Teacher connects to how a video game, such as this one, can improve understanding of subjects such as world history, economics, and politics.
Development	The class focuses on familiarization with <i>Civilization Revolution's</i> game mechanics and storylines. Teacher guides students through tutorial stages of the game, making sure students comprehend its gameplay and narrative.
Closing	Having played tutorial lessons, connections between real-world characters and their settings set the stage for the game's verisimilitude and potential text-to-world connections. Students choose an in-game civilization they wish to know more about and prepare a KWL chart on it.
Homework	Students complete the KWL chart after independent research using reference sources from school's library. <div> <div>__Practice</div> <div><u>X</u> Preparation</div> <div><u>X</u> Elaboration</div> </div>
Evaluation	KWL Chart
Material	<i>Civilization Revolution</i>

	Activities for day 2
Initial	Review of homework KWL chart. Introduce term “text-to-world reflection”.
Development	Parting from the KWL charts, students are grouped together with others who chose the same civilization. It is the group’s task to investigate their civilization’s timeline, geographical location, and its outstanding historical figures.
Closing	Students complete the Planning Web graphic organizer with four text-to-world keywords and explanations. (These connections could deal with matter such as political, social, economical, or historical issues among others. They could also answer questions such as “What does this remind you of in the real world? How are events in this video game similar to things that happen in the real world? How are events in this video game different from things that happen in the real world?”)
Homework	<i>None</i>
Evaluation	Planning Web
Material	Graphic Organizers

	Activities for day 3
Initial	Review the Planning Web and its contents.
Development	Students will state how <i>Civilization Revolution</i> has helped them make a connection from the game to the world. Students will write a 5-paragraph composition on text-to-world connections which they have outlined in the Planning Web.
Closing	Students exchange papers with a classmate who had originally chosen a different civilization and take their classmate’s paper home.
Homework	Students utilize the feedback checklist to provide their classmate with their thoughts on their text-to-world connections. __Practice __Preparation <u>X</u> Elaboration
Evaluation	Paragraph Checklist, Feedback Checklist
Material	Writing material: computers or pen and paper

	Activities for day 4
Initial	Students return their papers to the original authors along with the feedback checklist.
Development	The teacher elaborates on some common feedback while students clarify any doubts with their classmate and with the teacher.
Closing	Students reflect on how this revision process has helped them. They verbally answer guide questions such as “What does this paper remind you of? Can you relate to the mistakes in the paper? Did revising this paper remind you of any of your own mistakes?”
Homework	<i>None</i>
Evaluation	Spoken connection text-to-self
Material	

Name: _____

Date: _____

Know—Want to know—Learned
on the topic of:

Know	Want to Know	Learned
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

Name: _____

Date: _____

Peer Revision Paragraph Checklist

	Yes	No	Examples
Essay contains 5 paragraphs			
Paragraph 1 Introduces the assignment and the text which was used			
Paragraph 2 Answers the question: <i>“What does this remind you of in the real world?”</i>			
Paragraph 3 Answers the question: <i>“How are events in this video game similar to things that happen in the real world?”</i>			
Paragraph 4 Answers the question: <i>“How are events in this video game different from things that happen in the real world?”</i>			
Paragraph 5 Briefly restates the three big points and offers a reflection on how <i>Civilization Revolution</i> helped make the connections			
Paragraphs have a clear focus			
Arguments are supported with details from the text			
All sentences are clear			
Next step/Suggestions			

Name: _____

Date: _____

Peer Feedback Checklist

Instructions: Utilize the following idea starters to provide your classmate with valuable feedback on his or her connections

Warm Feedback	
I like the way...	I found the following...
It was evident that...	I see that you...
Your message was clear that...	The approach you took was interesting because...

Cool Feedback	
I wonder if you...	I would like to hear more about...
Did you consider...?	Is this what you meant when you said...?
Can you clarify your thinking about...?	Wouldn't you prefer if...?

Chapter 6: Conclusions and Recommendations

This research placed video games at its core; however, other popular forms of *Electronic Entertainment (EE)* such as television and computers were taken into consideration as well. The purpose of this research was to investigate if forms of *EE*, such as video games, play a role in learning English within Puerto Rico and, if so, determine the extent to which it happens. In doing so, it aimed at investigating ways in which video games could enhance classroom lessons in Puerto Rico and determine the characteristics of video games which allow it to occur. This research also investigated ways in which teachers could incorporate video games to comply with current Department of Education of Puerto Rico's (DEPR) Content Standards and Grade-Level Expectations (2007) for the seventh, eighth, and ninth grades. Having justified the use of video games in the classroom, a sample of lesson plans with video games as the main text were developed. Having already elaborated on the results from each of the data-gathering instruments in Chapter 4: Results, Analysis, and Discussion, this chapter states the general conclusions which these results revealed to then propose suggestions for future research, state the limitations which this study faced, and share some final thoughts on this process which served as an opportunity to grow as a researcher and as an educator.

Conclusions for research question #1:

Do video games play a role in the learning of English in Puerto Rico? If so, to what extent? The results revealed participants agree that television, computers, and video games all play a role in the learning of English in Puerto Rico. Furthermore, they each have positive impacts to learning, as 91% of participants demonstrated agreement with the claim while 0% disagreed with it in any way. However, even though each of these forms of *EE* were considered to positively impact English learning in Puerto Rico, participants' answers also revealed how the

extent of contributions vary. The extent to which these impact English learning positioned television as the most impactful, followed by computers, and lastly video games. Video games are considered to be the smallest contributor when compared to other popular forms of *EE*. Participants attributed this relative positioning of video games as the smallest contributor due to the interactive nature which is required of video games that television and computers do not possess. Participants expressed how the heavy interaction required by video games were what drove most away from engaging with them in a consistent fashion, as they preferred the liberty of multitasking permitted by turning on a television set and continuing with other actions such as household chores or class assignments. This conclusion is startling because this same reason which drove participants away from tapping into video game's learning capabilities is also the precise reason which previous research has suggested video games are a successful source for learning.

Conclusions for research question #2:

Do video games enhance classroom lessons in Puerto Rico? If so, what are the characteristics of video games which do so? Video games can enhance classroom lessons of various class subjects. Several subjects have the potential to be simultaneously targeted specifically by video games of the adventure genre. Both students and the teacher acknowledged other forms of *EE* have the ability to enhance classroom lessons in Puerto Rico. Student participants also reported positive outcomes based on various forms of *EE* to benefit other school subjects such as math, history, science, and Spanish.

Students reported that utilizing television and computers were very similar activities. The only difference between the two being that computers typically offer wider selections when choosing entertainment due to the capabilities for internet which they possess. Regardless of

being seen on television or computer screens, students expressed that movies which feature foreign cultures and locations are helpful for classes such as history, geography, and social studies. Participants also expressed how playing the genre of adventure video games often requires the use of logic, mathematical, and resource management skills and these are qualities which are also required of their math, history, and science classes.

The teacher expressed an agreement with the student's responses. Moreover, the teacher made three distinctions of video games which also apply to school purposes and life skills. First, video games are not completely sedentary activities as some require movement of the entire body. Such activities have the potential to be integrated into physical education lessons and can also serve for practice of physical skills which could be useful for a number of activities which students are likely to experience in life. Second, some recent video games possess rich narrative stories which require them to make decisions which will impact the plot, thus illustrating the importance of making decisions—a common lesson of Spanish and English reading comprehension assignments. Third, even violent video games have a possibility to illustrate a positive lesson such as teamwork and cooperation which can be helpful for a classroom and for a person's general outlook on life.

Students expressed how, even though they prefer to experience these forms of *EE* in Spanish whenever possible, they still recognize the benefits which experiencing them in English could yield. Students reported improved awareness of their own spelling and pronunciation errors and an improved ability to self-correct them as a consequence to experiencing *EE* in English. This is due to common practices such as listening to dialogue in English while reading the written subtitles. Some also expressed an improved ability to spell based on regular access to devices which employ an autocorrect feature. Participants explained how using such a feature

allowed for instant feedback on their spelling, thus helping improve it. Even though most were also aware of the possible adverse effects of common web customs such as substituting complete words with acronyms to communicate more efficiently, most also showed little concern as they stated they would simply adjust to these new conventions of communication.

Conclusions for research question #3:

Can video games be incorporated into the English learning curriculum in the Department of Education of Puerto Rico to help students achieve its Content Standard and Grade-Level Expectations for seventh, eighth, and ninth grade? If so, how can teachers utilize video games to demonstrate and enhance classroom lessons? Yes. A tangible way in which video games can be applied to comply with current DEPR Content Standards and Grade-Level Expectations (2007) was observed in a special assignment which was carried out by the teacher in the classroom. This assignment consisted of a written and oral report which allowed for several classroom subjects to be integrated by utilizing video games as the main text. This report allowed for practice in the computer literacy skills required for the course, but it also allowed for independent research, application of critical thinking practices, incorporation of subjects such as English, geography, and history, and reflective thought and analysis. Even though the assignment and the reports associated with it were carried out in Spanish, had they been carried out in English, a great deal of Content Standards and Grade-Level Expectations for seventh, eighth, and ninth grades could have been targeted and properly met (Appendix H).

Video games can be utilized by teachers as another option when choosing texts to examine for classroom purposes. They have the potential to serve as sources for discussion, exploration, and reflection on ideas which are covered across a number of subjects. Video games may be used to illustrate a classroom's lessons as well as serve as the source which triggers

reflective and investigative practices in much the same way a traditional text could. The main difference, based on this study, is the increased relevance which video games will have on the students when compared to a traditional text and the higher levels of engagement which these can subsequently lead to.

Conclusions for research question #4:

What instructional strategies and lesson plans can be developed with video games?

The previous chapter, Chapter 5: Lesson Plans, elaborates and demonstrates a sample of lesson plans which can be developed for 7th, 8th, and 9th grades using video games as a main text. The inclusion of video games in these lesson plans is justified according to the requirements and guidelines of the English Curricular Framework (2003), the Content Standards and Grade-Level Expectations (2007), the Curriculum Maps (2011) for English, the Transversal Themes (2010), and Policy Letter 8-2013-2014 “Public Policy Which Guides the Curricular Content of the English Program for all Public Primary and Secondary Schools” (Política Publica Sobre el Contenido Curricular del Programa de Inglés para todas las escuelas públicas elementales, intermedias, y superiores) and Policy Letter 14-2013-2014 “Public Policy on Planning of the Learning Process” (Política Pública Sobre Planificación del Proceso de Aprendizaje)

In brief, video games can be utilized in an English classroom according to the requirements for materials across the DEPR's. Video games may be used to design lesson plans which focus on each of the Standards of reading, writing, and listening/speaking for 7th, 8th, and 9th grades. Their usage fits into several of the units of the Curriculum Maps (2011) for each of this study's selected grades and include poetry, author's purpose, and character decisions. They touch on the Transversal Themes (2010) present across all subjects in the DEPR, including Cultural Identity, Civic and Ethical Education, Education for Peace, and Technology and

Education. Furthermore, the lesson plans also have the possibility to include several other subjects as curricular integration while prompting for reflective and analytic thought, all the while maintaining *digital natives* engaged.

Suggestions for future research

Additional research is needed regarding language learning with *Electronic Entertainment (EE)*. Utilizing forms of *EE* for educational purposes has seen a rise in cases for many areas of knowledge; studies have demonstrated how video games are helpful to illustrate lessons associated with areas such as economy, social studies, technology literacy, identity, cultural development, socialization, exploration, teamwork, management, mentoring, and persistence, among others. However, the effects of *EE* for language learning has, in comparison, seen little research. A location such as Puerto Rico, with its distinct ties and relationship with the United States in terms of its language, can be a prime location to conduct investigations which target second language learning and the impact which forms of *EE* in English has on its population of predominantly Spanish speakers.

Research using newer installments of video gaming hardware should be conducted. Video games are a quickly evolving and upgraded form of *EE*. Using the most up-to-date gaming hardware available at the time of study could take advantage of possible new features which impact the results of learning and help determine if improved *EE* correlates to improved learning.

Future studies in Puerto Rico should explore the sales facts which compare various forms of commercial *EE* exclusively within the island. The sales facts used to justify video games as a growing form of *EE* for this research were based on North American numbers. Investigating these same sales facts within the context of Puerto Rico could serve as a basis to justify the use

or exclusion of video games in the classroom as relevant texts. Perhaps these sales facts would reveal another form of *EE* to be more popular than video games in Puerto Rico.

Future studies should include observational data on participants' use of *EE* outside of the classroom and not heavily rely on self-reported data. Quantifiable data on detailed measurements in terms of time and quality of engagement with forms of *EE* would yield more precise conclusions as to the effects of engaging with these. It would also reveal if these effects correlate with the time and quality spent with each.

Limitations of study

A main limitation of this study included a small sample size from the northwestern region of Puerto Rico. Thus, no generalizations can be made to the entire island or other areas. Future studies should be conducted on larger scales, taking into account participants from varying regions, social and economic classes, and learning abilities within Puerto Rico to corroborate if those results are consistent with the conclusions based on the data-gathering instruments of this study.

This study considered self-reported data on behalf of the participants. Self-reported behavior should be triangulated by observable behavior in order to validate participant's self-reported data. This study only observed the classroom dynamics of the selected class, therefore it did not observe quality of engagement nor the quantity of time participants used *EE* while outside of the classroom, instead it relied only on self-reported accounts of these.

Another limitation lies in the number of classroom observations conducted in the school semester. Time constraints on this study did not allow for more. The selected school frequently held important meetings of the Department of Education of Puerto Rico thus there was a cease in educational functions in the afternoons. Additionally, numerous school-wide activities, combined

with unforeseen absences of the teacher, diminished the amount of visits which were originally scheduled. Conducting a longitudinal study would allow for an increased number of classroom visits which would allow for greater insights into the daily occurrences of a classroom which utilizes video games as a text.

This study focused on the English learned from video games, but due to convenience sampling, the classroom was not an English class, but a technology course. The classroom's lessons were carried out in Spanish instead of English. This allowed for many spoken and written opportunities to practice the English language which students were experiencing whilst playing video games to not be taken full advantage of during class time. Using an English classroom would put forward more precise results focused on English language learning.

Also, the selected classroom had students from each of the three grades considered for this study. Doing so diminished the attention to grade-specific learning goals. However, focusing on various English classrooms across different grade-levels may provide insight into effectively utilizing video games to meet academic goals for the English program while focusing on specific grade-levels and the requirements of each.

Furthermore, the developed lesson plans were mainly theoretical as they were not utilized on a class, but were instead developed as an illustration of possible academic goals which could be met by using video games. Incorporating the developed lesson plans into a genuine classroom would elaborate on how effective or ineffective video games are for specific classroom purposes.

Final thoughts

The use of video games in education must be seen in new light. Popular misconceptions and prejudices towards their educational value need to be critically examined. If seen with

educational value, video games will be revealed as a source for teachers to impart classroom lessons onto students through a popular form of entertainment.

I believe that as young players increasingly assume positions of power and leadership, the impact of video games will become increasingly more evident. Video games present opportunities to impart lessons on a wide variety of themes and subjects, some of which go beyond classroom subjects and are applicable to daily life. They do this in very different ways in comparison to other media. Unlike books, games are interactive. Unlike television, they encourage two-way communication. Unlike movies, they not only demand cooperation and effort, but rewards them. The incorporation of newer and more engaging sources of learning for students whom are *digital natives* will forever be a constant endeavor to maintain relevancy in classrooms. Technology seems to improve exponentially as it incorporates stunning visual, audio, and interactive qualities. If teachers fail to do the same, I fear they may lose engagement with the students who increasingly encouraged to try, find greater challenges thus are required to put in more effort, and feel greater success from the video games they play than the lessons they are taught through traditional learning in schools.

As an avid player of video games, a Puerto Rican raised in Puerto Rico, and an educator within Puerto Rico, researching the topic of video games to improve education is one of my greatest passions for it allows simultaneous exercise of three of my major identities. It makes uncovering knowledge, making connections, and sharing them seem a lot like fun instead of work. This is precisely the type of feeling I wish every student and teacher experiences when they walk into their classrooms. For this reason, I believe incorporating that which brings joy into the lessons is the key to placing maximum effort in an endeavor which enriches us forever: understanding our world.

Appendix A: IRB Approval Letter

Comité para la Protección de los Seres Humanos en la Investigación
CPSHI/IRB 00002053
Universidad de Puerto Rico – Recinto Universitario de Mayagüez
Decanato de Asuntos Académicos
Call Box 9000
Mayagüez, PR 00681-9000



11 de octubre de 2013

Sr. Luis E. Pérez Cortés

Estimado Señor Pérez Cortés:

Como presidente del Comité para la Protección de los Seres Humanos en la Investigación (CPSHI) he considerado la versión enmendada de la Solicitud de Revisión y demás documentación para el proyecto titulado *Press Start to Learn: Video Games in Education*. Esta investigación, además de ser llevada a cabo exclusivamente en un contexto educativo establecido, está enfocada en la efectividad de estrategias pedagógicas. Por lo tanto, bajo la cláusula 45 CFR 46.101(b)(1), está exenta de todos los requisitos de la parte 46, incluyendo el del consentimiento informado y el del asentimiento. En otras palabras, usted no requiere la aprobación del CPSHI para proceder.

Cualquier cambio al protocolo o a la metodología deberá ser revisado y aprobado por el CPSHI antes de su implantación. El CPSHI deberá ser informado de inmediato de cualquier efecto adverso o problema inesperado que surgiera con relación al riesgo de los seres humanos, de cualquier queja sobre esta investigación y de cualquier violación a la confidencialidad de los participantes.

Agradecemos su compromiso con los más altos estándares de protección de los seres humanos en la investigación y le deseamos éxito en su proyecto. Queda de usted,

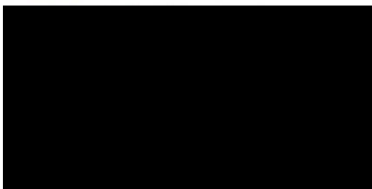
Atentamente,

Rosa F. Martínez Cruzado, Ph.D.

Presidente
CPSHI/IRB
UPR - RUM

Appendix B: School Director Approval Letter

ESTADO LIBRE ASOCIADO DE
PUERTO RICO
DEPARTAMENTO DE EDUCACIÓN



10 de octubre de 2013

A quien pueda interesar:

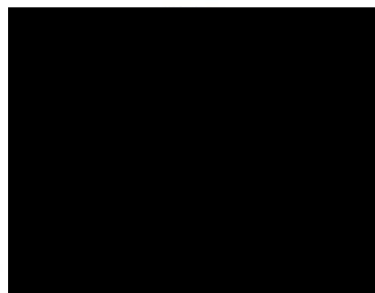
El Sr. Luis E. Pérez Cortés, estará trabajando el proyecto de tesis : " Press Start to Learn: Video Games in Education ". El Sr. Pérez , administrará cuestionarios, realizará entrevistas y observaciones , dentro del salón de clases dirigidos al grupo de estudiantes a ser impactado por su estudio. Dicho proyecto tendrá una duración desde octubre de 2013 a diciembre de 2013.

La profesora [REDACTED], será la colaboradora del Sr. Pérez en el plantel escolar. Cualquier duda o de requerir alguna información adicional, favor de comunicarse al plantel escolar. Esta misiva sirve como evidencia de la autorización del Sr. Luis E. Pérez Cortés a trabajar dicho proyecto en la escuela [REDACTED]

Atentamente,

Neftalí Rodríguez Medina

Neftalí Rodríguez Medina
Director III
Escuela [REDACTED]



Appendix C: Superintendent Approval

ESTADO LIBRE ASOCIADO DE PUERTO RICO DEPARTAMENTO DE EDUCACIÓN

SOLICITUD DE AUTORIZACIÓN PARA LLEVAR A CABO VALIDACIÓN DE INSTRUMENTOS E INVESTIGACIONES EN EL DEPARTAMENTO DE EDUCACIÓN

Nombre del Solicitante: Luis E. Pérez Cortés
 Teléfonos: (residencial): _____ (Oficina): _____ (Otro): _____
 Dirección postal permanente: _____

Indique el propósito de la solicitud:

- ☒ Validación del(los) instrumentos(s). Especifique el nombre de la escuela, o de _____
- _____ Llevar a cabo una investigación. Especifique el nombre de las escuelas, o dependencias donde se va a llevar a cabo la investigación.

Esta solicitud responde a una petición de:

- ☒ La escuela o universidad en la que estudia
Indique el nombre de la escuela Universidad de PR, Mayagüez
- _____ La institución donde trabaja
Indique el nombre de la institución _____
- _____ Otra, especifique _____

Título de la investigación: Press Start to Learn:
Video Games in Education

Universidad donde estudia y dirección (si aplica): UPRM P.O. Box 9000, Mayagüez PR.
00680

Tiempo estimado que tomara la validación, o la investigación: _____

Importación y utilidad de la investigación para el Sistema Educativo de Puerto Rico: _____

Luis Pérez Cortés 22/Oct/2013
Firma del Solicitante y Fecha

Yobani Quintana Quintero
Asistente Especial III
22/octubre/2013

RLM 10/21/13
Firma del maestro, profesor,
consejero, o director de la
institución, o agencia y Fecha

Dra. Rosa Román Pérez
Catedrática Asociada
Dept. de Inglés UPRM

Appendix D: Informed Consent Form

Universidad de Puerto Rico
Recinto Universitario de Mayagüez
Colegio de Artes y Ciencias
Departamento de Inglés

SOLICITUD DE CONSENTIMIENTO INFORMADO

Estimado padre, madre o tutor:

Mi nombre es Luis E. Pérez Cortés, estudiante del Recinto Universitario de Mayagüez de la Universidad de Puerto Rico. Estoy completando una Maestría en el Arte de la Educación del Inglés (MAEE). Para mi tesis, estoy interesado en investigar el papel de los video juegos en el aprendizaje de inglés en estudiantes de Puerto Rico.

Para esto, tengo que hacerles a los estudiantes unas preguntas por medio de un cuestionario escrito, pedirles que se entrevisten conmigo, y observarlos mientras están en la clase de tecnología de la maestra **X**. Humildemente solicito su permiso para que su hijo o hija forme parte de mi estudio y mis observaciones. La duración del estudio es lo que resta del semestre escolar, o sea hasta diciembre del 2013.

El participar en este estudio **no** significa ningún riesgo para su hijo o hija más allá del que ya corre a diario.

Los datos que se recojan se guardarán bajo llave en un archivo, lo cual implica que la privacidad e identidad de su hijo o hija **no** se revelará. Además, cada estudiante llevara un seudónimo para proteger su identidad. La información que se revele siempre será de forma grupal, sin identificar a ningún estudiante. La información que se recopile se destruirá en mayo de 2014.

No habrá ningún tipo de remuneración a cambio de la participación de su hijo o hija.

La participación de su hijo o hija es completamente voluntaria. Su hijo o hija puede negarse a completar el cuestionario y también puede cambiar de opinión, incluso después de la aceptar participar, sin penalidad alguna.

Si usted me da la autorización para que su hijo o hija pueda formar parte de mi estudio, por favor, firme este formulario. Mi número de teléfono es el **X**. No dude en contactarme por cualquier pregunta que pueda tener acerca de este estudio o si desea conocer sus resultados.

Atentamente,

Luis E. Pérez Cortés

Por la presente autorizo a Luis E. Pérez Cortés, del Recinto Universitario de Mayagüez de la Universidad de Puerto Rico, a invitar a mi hijo o hija, _____, a una investigación con fines educativos. Puede usar a su discreción información global de la escuela o de los resultados de mi niño o niña en actividades académicas relacionadas con la presentación de su tesis de maestría.

Firma del padre, madre, o encargado: _____ Fecha: _____

Firma del investigador: _____ Fecha: _____

Appendix E: Assent Form

Universidad de Puerto Rico
Recinto Universitario de Mayagüez
Colegio de Artes y Ciencias
Departamento de Inglés

SOLICITUD DE ASENTIMIENTO

Mi nombre es Luis E. Pérez Cortés, estudiante en el programa de Maestría en Educación en Inglés en el Recinto Universitario de Mayagüez de la Universidad de Puerto Rico. Para mi tesis de maestría, estoy interesado en investigar el papel de los video juegos en el aprendizaje de inglés en estudiantes de Puerto Rico.

Para esto, tengo que hacerte una serie de preguntas por medio de un cuestionario escrito el cual durará 20 minutos, pedirte que formes parte de una entrevista oral conmigo la cual durará 15 minutos, y que me permitas observar la clase de tecnología de Mrs. X mientras estas en ella. Te estoy invitando para que seas parte del estudio. Tu participación es completamente voluntaria, eso significa que **no** estás obligado/a a participar si no quieres.

Esta investigación no implica un riesgo más allá de lo normal, por lo que, en caso de que aceptes participar, la probabilidad de cualquier daño que te ocurra será prácticamente insignificante. La investigación releva al Departamento de Educación de toda responsabilidad por cualquier reclamación que pueda surgir como consecuencia de las actividades del estudio y de la información que se solicita y provee. La duración es lo que resta del semestre escolar, o sea hasta diciembre del 2013.

No es necesario que escribas tu nombre en el cuestionario. Voy a juntar la información que aprenda de ti con lo que aprenda de otros estudiantes, por lo que nadie podrá decir cuál es realmente la información tuya. Los datos que se recojan se guardarán bajo llave en un archivo.

Tus padres o tutores han dicho que está bien que puedas participar en mi estudio, y ahora te toca a ti decidir si quieres hacerlo. Puedes decir que no o decir que sí. Además, si decides ahora que quieres participar y luego cambias de opinión, también está bien. Eres libre de retirarte del estudio en cualquier momento sin penalidad alguna.

Mi número de teléfono es el X. Me puedes llamar con respecto a cualquier pregunta que puedas tener sobre este estudio o si quieres saber los resultados del estudio. Tendrás una copia de este formulario para tus archivos.

Atentamente,

Luis E. Pérez Cortés

Luis E. Pérez Cortés ha respondido todas mis preguntas.

- ☐ Sí, estoy de acuerdo en participar por mi propia voluntad.
☐ No estoy de acuerdo en participar por mi propia voluntad.

Firma del participante: _____ Fecha: _____
Firma del investigador: _____ Fecha: _____

Appendix F: Student Questionnaire

PRESS START TO LEARN

Questionnaire for the Students*Cuestionario para el Estudiante*

Welcome to the research project, “Press Start to Learn: Video Games in Education”.

Please, follow the instructions provided for each question. Remember, your participation is voluntary, which means that you are **not** forced to participate if you do not want to, as stated on the Assent and Informed Consent Forms.

Thank you for taking your time to complete the questionnaire.

Bienvenidos a la investigación, “Press Start to Learn: Video Games in Education.”

*Por favor siga las instrucciones provistas en cada premisa. Recuerde, su participación es voluntaria, lo cual significa que **no** estás obligado/a a participar si no quieres, según las hojas de Asentimiento y Consentimiento Informado.*

Muchas gracias por tomar de su tiempo para completar este cuestionario.

Purpose of the Study: Investigate the role which video games, a popular medium of entertainment, play in the learning of English among Puerto Rican students. Also, explore how video games can be used to enhance classroom lessons, specifically in English.

Propósito del estudio: Investigar el papel que los juegos de video, un medio común de entretenimiento electrónico, tienen en el aprendizaje del inglés entre estudiantes puertorriqueños. Además, explorar como los juegos de video pueden ser utilizados para mejorar las lecciones del salón de clase, específicamente en inglés.

Age	Grade	Gender	Date:
<i>Edad:</i> _____	<i>Grado:</i> _____	<i>Genero:</i> _____	<i>Fecha:</i> _____

Instructions: Read the following questionnaire and provide your answers

Instrucciones: Lea el siguiente cuestionario y provea sus respuestas

- 1. Sources of electronic entertainment such as television, computers, and video games play a role in learning English.**

Fuentes de entretenimiento electrónico tales como la televisión, computadoras, y video juegos juegan algún papel en el aprendizaje del inglés.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
<i>Totalmente de Acuerdo</i>	<i>De Acuerdo</i>	<i>Ni en Acuerdo ni en Desacuerdo</i>	<i>Desacuerdo</i>	<i>Totalmente en Desacuerdo</i>

- 2. Which of the following forms of electronic entertainment do you believe plays the biggest role learning English. Rank 1-3. (1 = biggest impact, 2 moderate impact, 3 least impact) Do not repeat numbers.**

¿Cuáles de las siguientes maneras de entretenimiento electrónico usted cree juegan el papel más grande en el aprendizaje de inglés? Asígnele números del 1-3. (1 = impacto mayor, 2 = impacto mediano, 3 = impacto menor)

No repita números.

_____ Television / *Televisión*

_____ Internet o Computer / *Internet o Computadora*

_____ Video Games / *Juegos de Video*

3. How much time do you spend watching television during a typical week?

¿Cuánto tiempo usted pasa viendo televisión durante una semana típica?

Always	Most of the Time	Some Time	Never
<i>Siempre</i>	<i>Mayoría del tiempo</i>	<i>Algún Tiempo</i>	<i>Nunca</i>

4. How much time do you spend on the internet/computer during a typical week?

¿Cuánto tiempo usted pasa utilizando el internet/computadora durante una semana típica?

Always	Most of the Time	Some Time	Never
<i>Siempre</i>	<i>Mayoría del tiempo</i>	<i>Algún Tiempo</i>	<i>Nunca</i>

5. How much time do you spend playing video games during a typical week?

¿Cuánto tiempo usted pasa jugando video juegos durante una semana típica?

Always	Most of the Time	Some Time	Never
<i>Siempre</i>	<i>Mayoría del tiempo</i>	<i>Algún Tiempo</i>	<i>Nunca</i>

6. What type of television program do you watch the most?**(Mark your top three)***¿Qué tipo de programación de televisión usted ve la mayoría del tiempo?**(Marque sus primeras tres opciones)*

____ Movies ____ <i>Películas</i>	____ Comedy ____ <i>Comedia</i>	____ News Reports ____ <i>Noticias</i>
____ Cartoons ____ <i>Muñequitos</i>	____ Sports ____ <i>Deportes</i>	____ Children's ____ <i>Niños</i>
____ Reality Shows ____ <i>Programación "Reality"</i>	____ Educational ____ <i>Educativos</i>	____ Soap Operas ____ <i>Novelas</i>

Others/*Otros*: _____**7. For what purposes do you use the computer/internet? (Mark your top three)***¿Para qué propósitos usted utiliza la computadora/internet la mayoría del tiempo?**(Marque sus primeras tres opciones)*

____ Internet Radio ____ <i>Radio por internet</i>	____ Writing e-mail ____ <i>Redactar "emails"</i>	____ Blogs ____ <i>"Blogs"</i>
____ Social Networks ____ <i>Redes Sociales</i>	____ Obtain News ____ <i>Noticias</i>	____ Chatting ____ <i>"Chatting"</i>
____ Watch Videos ____ <i>Ver Videos</i>	____ Online Games ____ <i>Juegos "Online"</i>	____ Streaming ____ <i>"Streaming"</i>

Others/*Otros*: _____

8. What type of video game do you play the most? (Mark your top three)*¿Qué tipo de video juego usted juega la mayoría del tiempo?**(Marque sus primeras tres opciones)*

_____ Role Playing _____ "Role Playing"	_____ Real-Time Strategy _____ "Real-Time Strategy"	_____ Shooter _____ "Shooter"
_____ Fighting _____ Pelea	_____ Action _____ Acción	_____ Racing _____ Carrera
_____ Board Game _____ Juegos de Mesa	_____ Adventure _____ Aventura	_____ Platformer _____ "Platformer"

Other/Otros: _____

9. What Electronic device(s) do you own or use regularly?*¿Cuál(es) equipo(s) electrónico(s) usted tiene y/o utiliza regularmente?*

_____ Cell Phone _____ Teléfono Móvil	_____ DVD/Blu Ray Player _____ "DVD/Blu Ray Player"	_____ Television _____ Televisión
_____ Desktop Computer _____ Computador "Desktop"	_____ Laptop Computer _____ Computador "Laptop"	_____ MP3 _____ "MP3"
_____ Portable Game Device _____ Juego Portátil	_____ Gaming Console _____ Consolas de video juegos	_____ e-book Reader _____ Lector ebook

Other/Otros: _____

10. Watching movies in English helps me understand English better.*Ver películas en inglés ayuda a mejorar mi comprensión del inglés.*

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
<i>Totalmente de Acuerdo</i>	<i>De Acuerdo</i>	<i>Ni en Acuerdo ni en Desacuerdo</i>	<i>Desacuerdo</i>	<i>Totalmente en Desacuerdo</i>

11. Playing video games in English helps me understand English better.*Jugar video juegos en inglés ayuda a mejorar mi comprensión del inglés.*

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
<i>Totalmente de Acuerdo</i>	<i>De Acuerdo</i>	<i>Ni en Acuerdo ni en Desacuerdo</i>	<i>Desacuerdo</i>	<i>Totalmente en Desacuerdo</i>

12. Using a computer in English helps me understand English better.*Utilizar la computadora/internet en inglés ayuda a mejorar mi comprensión del inglés.*

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
<i>Totalmente de Acuerdo</i>	<i>De Acuerdo</i>	<i>Ni en Acuerdo ni en Desacuerdo</i>	<i>Desacuerdo</i>	<i>Totalmente en Desacuerdo</i>

13. List the following items according to the amount of English you learned from each.

Acomode la siguiente lista de ítems de acuerdo al nivel de inglés que usted aprendió de cada uno.

Television
Televisión

School
Escuela

Internet
Internet

Video Games
Juegos de Video

Reading Books
Leer Libros

Conversation
Conversación

I learned **all** of my English from

*Aprendí **todo** mi inglés de*

I learned **most** of my English from

*Aprendí la **mayoría** de mi inglés de*

I learned **a little** of my English from

*Aprendí **un poco** de mi inglés de*

I learned **no** English from

*Aprendí **nada** de mi inglés de*

Teacher Questionnaire

PRESS START TO LEARN

Questionnaire for the Teacher

Cuestionario para el Maestro

Welcome to the research project, “Press Start to Learn: Video Games in Education”.

Please, follow the instructions provided for each question. Remember, your participation is voluntary, which means that you are **not** forced to participate if you do not want to, as stated on the Assent and Informed Consent Forms.

Thank you for taking your time to complete the questionnaire.

Bienvenidos a la investigación, “Press Start to Learn: Video Games in Education.”

*Por favor siga las instrucciones provistas en cada premisa. Recuerde, su participación es voluntaria, lo cual significa que **no** estás obligado/a a participar si no quieres, según las hojas de Asentimiento y Consentimiento Informado.*

Muchas gracias por tomar de su tiempo para completar este cuestionario.

Purpose of the Study: Investigate the role which video games, a popular medium of entertainment, play in the learning of English among Puerto Rican students. Also, explore how video games can be used to enhance classroom lessons, specifically in English.

Propósito del estudio: Investigar el papel que los juegos de video, un medio común de entretenimiento electrónico, tienen en el aprendizaje del inglés entre estudiantes puertorriqueños. Además, explorar como los juegos de video pueden ser utilizados para mejorar las lecciones del salón de clase, específicamente en inglés.

Teaching Experience

Experiencia dando clase: _____

Grades Taught

Grados Dados: _____

Date:

Fecha: _____

Instructions: Read the following questionnaire and provide your answers

Instrucciones: Lea el siguiente cuestionario y provea sus respuestas

- 1. Sources of electronic entertainment such as television, computers, and video games play a role in learning English in my student.**

Fuentes de entretenimiento electrónico tales como la televisión, computadoras, y video juegos juegan algún papel en el aprendizaje del inglés de mis estudiantes.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
<i>Totalmente de Acuerdo</i>	<i>De Acuerdo</i>	<i>Ni en Acuerdo ni en Desacuerdo</i>	<i>Desacuerdo</i>	<i>Totalmente en Desacuerdo</i>

- 2. Which of the following forms of electronic entertainment do you believe plays the biggest role learning English of your students. Rank 1-3. (1 = biggest impact, 2 moderate impact, 3 least impact)**

Do not repeat numbers.

¿Cuáles de las siguientes maneras de entretenimiento electrónico usted cree juegan el papel más grande en el aprendizaje de inglés en sus estudiantes? Asígnele números del 1-3. (1 = impacto mayor, 2 = impacto mediano, 3 = impacto menor)

No repita números.

_____ Television / *Televisión*

_____ Internet o Computer / *Internet o Computadora*

_____ Video Games / *Juegos de Video*

3. How much time do you think your students spend watching television during a typical week?

¿Cuánto tiempo usted cree que pasan sus estudiantes viendo televisión durante una semana típica?

Always	Most of the Time	Some Time	Never
<i>Siempre</i>	<i>Mayoría del tiempo</i>	<i>Algún Tiempo</i>	<i>Nunca</i>

4. How much time do you think your students spend on the internet/computer during a typical week?

¿Cuánto tiempo usted cree que pasan sus estudiantes utilizando el internet/computadora durante una semana típica?

Always	Most of the Time	Some Time	Never
<i>Siempre</i>	<i>Mayoría del tiempo</i>	<i>Algún Tiempo</i>	<i>Nunca</i>

5. How much time do you think your students spend playing video games during a typical week?

¿Cuánto tiempo usted cree que pasan sus estudiantes jugando video juegos durante una semana típica?

Always	Most of the Time	Some Time	Never
<i>Siempre</i>	<i>Mayoría del tiempo</i>	<i>Algún Tiempo</i>	<i>Nunca</i>

6. What type of television program do you think your students watch the most?**(Mark your top three)**

¿Qué tipo de programación de televisión usted cree que sus estudiantes ven la mayoría del tiempo?

(Marque sus primeras tres opciones)

_____ Movies _____ <i>Películas</i>	_____ Comedy _____ <i>Comedia</i>	_____ News Reports _____ <i>Noticias</i>
_____ Cartoons _____ <i>Muñequitos</i>	_____ Sports _____ <i>Deportes</i>	_____ Children's _____ <i>Niños</i>
_____ Reality Shows _____ <i>Programación "Reality"</i>	_____ Educational _____ <i>Educativos</i>	_____ Soap Operas _____ <i>Novelas</i>
Others/Otros: _____		

7. For what purposes do you think your students use the computer/internet? (Mark your top three)

¿Para qué propósitos usted cree que sus estudiantes utilizan la computadora/internet la mayoría del tiempo?

(Marque sus primeras 3 opciones)

_____ Internet Radio _____ <i>Radio por internet</i>	_____ Writing e-mail _____ <i>Redactar "emails"</i>	_____ Blogs _____ <i>"Blogs"</i>
_____ Social Networks _____ <i>Redes Sociales</i>	_____ Obtain News _____ <i>Noticias</i>	_____ Chatting _____ <i>"Chatting"</i>
_____ Watch Videos _____ <i>Ver Videos</i>	_____ Online Games _____ <i>Juegos "Online"</i>	_____ Streaming _____ <i>"Streaming"</i>
Others/Otros: _____		

8. What type of video game do you think your students play the most? (Mark your top three)

¿Qué tipo de video juego usted cree que sus estudiantes juegan la mayoría del tiempo?

(Marque sus primeras tres opciones)

_____ Role Playing
_____ "Role Playing"

_____ Real-Time Strategy
_____ "Real-Time Strategy"

_____ Shooter
_____ "Shooter"

_____ Fighting
_____ Pelea

_____ Action
_____ Acción

_____ Racing
_____ Carrera

_____ Board Game
_____ Juegos de Mesa

_____ Adventure
_____ Aventura

_____ Platformer
_____ "Platformer"

Other/Otros: _____

9. What Electronic device(s) do you think your students own or use regularly?

¿Cuál(es) equipo(s) electrónico(s) usted cree que sus estudiantes tienen y/o utilizan

regularmente?

_____ Cell Phone
_____ Teléfono Móvil

_____ DVD/Blu Ray Player
_____ "DVD/Blu Ray Player"

_____ Television
_____ Televisión

_____ Desktop Computer
_____ Computador "Desktop"

_____ Laptop Computer
_____ Computador "Laptop"

_____ MP3
_____ "MP3"

_____ Portable Game Device
_____ Juego Portátil

_____ Gaming Console
_____ Consolas de video juegos

_____ e-book Reader
_____ Lector ebook

Other/Otros: _____

10. Watching movies in English helps my students understand English better

Ver películas en inglés ayuda a mis estudiantes a mejorar su comprensión del inglés.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
<i>Totalmente de Acuerdo</i>	<i>De Acuerdo</i>	<i>Ni en Acuerdo ni en Desacuerdo</i>	<i>Desacuerdo</i>	<i>Totalmente en Desacuerdo</i>

11. Playing video games in English helps my students understand English better.

Jugar video juegos en inglés ayuda a mis estudiantes a mejorar su comprensión del inglés.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
<i>Totalmente de Acuerdo</i>	<i>De Acuerdo</i>	<i>Ni en Acuerdo ni en Desacuerdo</i>	<i>Desacuerdo</i>	<i>Totalmente en Desacuerdo</i>

12. Using a computer in English helps my students understand English better.

Utilizar la computadora/internet en inglés ayuda a mis estudiantes a mejorar su comprensión del inglés.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
<i>Totalmente de Acuerdo</i>	<i>De Acuerdo</i>	<i>Ni en Acuerdo ni en Desacuerdo</i>	<i>Desacuerdo</i>	<i>Totalmente en Desacuerdo</i>

13. List the following items according to the amount of English you think your students learned from each.

Acomode la siguiente lista de ítems de acuerdo al nivel de inglés que usted cree que sus estudiantes aprendieron de cada uno.

Television
Televisión

School
Escuela

Internet
Internet

Video Games
Juegos de Video

Reading Books
Leer Libros

Conversation
Conversación

They learned **all** of their English from

*Aprendieron **todo** su inglés de*

They learned **most** of their English from

*Aprendieron la **mayoría** de su inglés de*

They learned **a little** of their English from

*Aprendieron **un poco** de su inglés de*

They learned **no** English from

*Aprendieron **nada** de su inglés de*

Appendix G: Student Interview Question (English)**Interview Questions for the Students**

1. Do you enjoy
 - a. Watching television?
 - b. Playing video games?
 - c. Surfing the internet/using the computer?
 - i. Why? Why not?
2. Which do you enjoy the most?
3. Do you enjoy them in English or Spanish?
 - a. Why?
4. Do you think they can teach you something?
 - a. What do you think you can learn from them?
5. Do you think they can help you in school work?
 - a. Math, History, Science, Spanish, English?
 - i. How? Why?
6. Which do you think can teach you the most useful lessons?
7. Do you think you have learned more from television, computers, and video games or from the work you do in school?
8. Do you enjoy reading books?
 - a. anime, text in video games, song lyrics, instant messaging, text messages
9. Do you like coming to school?
 - a. Why? Why not?
10. Do you enjoy playing video games?
 - a. Why? Why not?

11. What do your parents or guardians think about the amount of time you spend playing video games, watching television, and using the computer?
12. What do you think about the time you spend playing video games, watching television, and using the computer?

Student Interview Questions (Spanish)**Preguntas de Entrevista para los Estudiantes**

1. ¿Te gusta?:
 - a. ¿Ver televisión?
 - b. ¿Jugar video juegos?
 - c. ¿Estar en el internet/utilizar la computadora?
 - i. ¿Por qué? ¿Por qué no?
2. ¿Cuál te gusta más?
3. ¿Utilizas la televisión, los video juegos y la computadora en inglés o español?
 - a. ¿Por qué?
4. ¿Crees que te pueden enseñar algo?
 - a. ¿Qué crees que te enseñan?
5. ¿Crees que te pueden enseñar materias escolares?
 - a. matemáticas, historia, ciencia, español, inglés?
 - i. ¿Cómo? ¿Por qué?
6. ¿Cuál juego crees que te puede enseñar más sobre alguna materia escolar?
7. ¿Crees que has aprendido más de la televisión, computadoras y video juegos en comparación con lo que aprendes en la escuela?
8. ¿Te gusta leer libros?
 - a. ¿Qué tal “anime”, video juegos con texto, letras de canciones, mensajes instantáneos, mensajes de texto?
9. ¿Te gusta venir a la escuela?
 - a. ¿Por qué? ¿Por qué no?
10. ¿A qué edad empezaste a jugar video juegos?
11. ¿Qué opinan tus padres o tutores sobre el tiempo que pasas jugando video juegos, viendo televisión, y utilizando la computadora?

12. ¿Qué opinas tú sobre el tiempo que pasas jugando video juegos, viendo televisión, y utilizando la computadora?

Teacher Interview Questions (English)**Interview Questions for the Teacher**

1. Do believe your students enjoy
 - a. Watching television?
 - b. Playing video games?
 - c. Surfing the internet/using the computer?
 - i. Why? Why not?
2. Which do think your students enjoy the most?
3. Do you think they enjoy them in English or Spanish?
 - a. Why?
4. Do you believe they can teach students something?
 - a. What do you think students can learn from them?
5. Do you think they can help you to teach?
 - a. Math, History, Science, Spanish, English?
 - i. How? Why?
6. Which do you think can teach the most useful lessons?
7. Do you think students learn more from television, computers, and video games or from the their work in school?
8. Do you think students enjoy reading books?
 - a. anime, text in video games, song lyrics, instant messaging, text messages
9. Do you think students like coming to school?
 - a. Why? Why not?
10. Do you think students enjoy playing video games?
 - a. Why? Why not?

11. What do you think about the amount of time students spend playing video games, watching television, and using the computer?
12. What do you think about the time you spend playing video games, watching television, and using the computer?

Teacher Interview Questions (Spanish)**Preguntas de Entrevista para el Maestro**

1. ¿Crees que a sus estudiantes les gusta:
 - a. Ver televisión?
 - b. Jugar video juegos?
 - c. Estar en el internet/utilizar la computadora?
 - i. ¿Por qué? ¿Por qué no?
2. ¿Cuál cree que le gusta más?
3. ¿Crees que utilizan la televisión, los video juegos y la computadora en inglés o español?
 - a. ¿Por qué?
4. ¿Crees que les puede enseñar algo?
 - a. ¿Qué crees que les enseñan?
5. ¿Crees que les pueden enseñar materias escolares?
 - a. ¿matemáticas, historia, ciencia, español, inglés?
 - i. ¿Cómo? ¿Por qué?
6. ¿Cuál juego crees que les puede enseñar más sobre alguna materia escolar?
7. ¿Crees que los estudiantes han aprendido más de la televisión, computadoras y video juegos en comparación con lo que aprendes en la escuela?
8. ¿Crees que a sus estudiantes les gusta leer libros?
 - a. ¿Qué tal “anime”, video juegos con texto, letras de canciones, mensajes instantáneos, mensajes de texto?
9. ¿Crees que a los estudiantes les gusta venir a la escuela?
 - a. ¿Por qué? ¿Por qué no?
10. ¿A qué cree que los estudiantes empezaron a jugar video juegos?
11. ¿Qué opinas sobre el tiempo que los estudiantes pasan jugando video juegos, viendo televisión, y utilizando la computadora?

12. ¿Qué opinas tú sobre el tiempo que pasas jugando video juegos, viendo televisión, y utilizando la computadora?

Appendix H: Standards and Expectations for 7th, 8th, and 9th grades

SEVENTH GRADE		
Listening/Speaking	Reading	Writing
The student uses the English language to interpret oral input, construct meaning, interact with confidence both verbally and nonverbally, and express ideas effectively in a variety of personal, social, and academic contexts. The student:	The student uses reading strategies, literary analysis, and critical thinking skills to construct meaning and develop an understanding as well as an appreciation of a variety of genres of both fiction and nonfiction. The student:	The student effectively communicates to a variety of audiences in all forms of writing through the use of the writing process, proper grammar, and age appropriate expressive vocabulary. The student:
<input type="checkbox"/> L/S.7.1 Listens and responds during a read aloud from a variety of fiction and nonfiction to comprehend, generalize, relate to character and setting, and make connections to text.	<input type="checkbox"/> R.7.1 Analyzes the text, establishes purpose, recognizes author's purpose, and distinguishes text features to enhance comprehension. 40	<input type="checkbox"/> W.7.1 Combines sentences and ideas by using simple transitional phrases; applies commas to correctly punctuate and construct sentences; distinguishes complete sentences from fragments and run-on sentences.
<input type="checkbox"/> L/S.7.2 Listens, responds to, and analyzes complex instructions and statements; applies and clarifies instructions and directions; answers and formulates closed and open-ended questions.	<input type="checkbox"/> R.7.2 Applies context clues, reference sources, and other vocabulary expansion strategies to assess word meaning using prior knowledge to relate to new meaning; uses prefixes, suffixes, and root words to determine the meaning of unfamiliar, multiple-meaning, and compound words.	<input type="checkbox"/> W.7.2 Applies the parts of speech; identifies the subjects and objects in sentences; uses correct subject-verb agreement.
<input type="checkbox"/> L/S.7.3 Uses appropriate language structure to problem solve and to explain a process; interacts in discussions and presentations.	<input type="checkbox"/> R.7.3 Distinguishes main character from supporting characters, compares and contrasts characters traits, describes and explains setting in fiction.	<input type="checkbox"/> W.7.3 Identifies elements in descriptive, narrative, expository and persuasive forms of writing; uses a variety of sentence types to construct a paragraph; applies organizational patterns to construct narrative, descriptive, and expository paragraphs.
<input type="checkbox"/> L/S.7.4 Applies correct language patterns to organize events in a variety of narrative texts and identifies problem and solution within presented literature.	<input type="checkbox"/> R.7.4 Sorts and organizes relevant events, states cause and effect, makes connections, predictions and inferences; draws conclusions; states the problem and solution in fiction and nonfiction.	<input type="checkbox"/> W.7.4 Uses poetry and sensory elements to develop simple poems.
<input type="checkbox"/> L/S.7.5 Explains the main idea or topic; identifies important details from learned concepts or read alouds in a variety of expository texts; applies sequence of events to summarize.	<input type="checkbox"/> R.7.5 Identifies and states fact and opinion, paraphrases and states main idea or topic, and determines important details in narrative and expository texts.	<input type="checkbox"/> W.7.5 Uses the writing process; applies prewriting strategies to generate ideas; uses the dictionary and thesaurus as an aid in the writing process; revises writing; proofreads to identify errors in spelling, capitalization, and ending punctuation when prewriting, drafting, revising, editing, and writes a final draft

EIGHTH GRADE		
Listening/Speaking	Reading	Writing
The student uses the English language to interpret oral input, construct meaning, interact with confidence both verbally and nonverbally, and express ideas effectively in a variety of personal, social, and academic contexts. The student:	The student uses reading strategies, literary analysis, and critical thinking skills to construct meaning and develop an understanding as well as an appreciation of a variety of genres of both fiction and nonfiction. The student:	The student effectively communicates to a variety of audiences in all forms of writing through the use of the writing process, proper grammar, and age appropriate expressive vocabulary. The student:
<input type="checkbox"/> L/S.8.1 Listens and responds during a read aloud from a variety of fiction and nonfiction to comprehend, generalize, relate to character and setting, identify tone, voice, and mood; makes connections to text.	<input type="checkbox"/> R.8.1 Analyzes the text, establishes purpose, identifies author's purpose, and distinguishes text features to enhance comprehension.	<input type="checkbox"/> W.8.1 Combines sentences and ideas using simple transitional phrases; applies commas and colons to correctly punctuate sentences; identifies phrases and clauses; applies phrases in writing to construct complex sentences.
<input type="checkbox"/> L/S.8.2 Listens, responds to, analyzes, gives, and discusses complex instructions, statements, and directions; answers and formulates closed and open-ended questions.	<input type="checkbox"/> R.8.2 Applies context clues, reference sources, and other vocabulary expansion strategies to assess word meaning using prior knowledge to relate to new meaning; uses prefixes, suffixes, and root words to determine the meaning of unfamiliar, multiple-meaning, and compound words.	<input type="checkbox"/> W.8.2 Classifies and applies the parts of speech; uses vocabulary, accurate spelling, appropriate grammar and syntax in writing. 43
<input type="checkbox"/> L/S.8.3 Uses appropriate language structure to interact in discussions and presentations, to problem solve, explain a process, and express opinions integrating comparison and contrast statements to interact in discussions and presentations.	<input type="checkbox"/> R.8.3 Distinguishes main from supporting characters, compares and contrasts characters traits, and explains setting in fiction and nonfiction; distinguishes between first and second person point of view.	<input type="checkbox"/> W.8.3 Applies organizational patterns and the elements of descriptive, narrative, and expository forms to construct a three-paragraph composition.
<input type="checkbox"/> L/S.8.4 Applies a variety of language patterns and structures to explain texts, discuss topics and themes, express thought on plot development, identify problem and solution, as well as make predictions, inferences, and draw conclusions from listening to a variety of texts and multimedia sources.	<input type="checkbox"/> R.8.4 Sorts and organizes relevant events, states cause and effect, makes connections, predictions, and inferences, determines problem and solution, and draws conclusions in narrative, expository, and persuasive texts.	<input type="checkbox"/> W.8.4 Uses poetry elements and imagery to develop and write different styles of poems.
<input type="checkbox"/> L/S.8.5 Explains the main idea or topic and important details from learned concepts or read alouds of a variety of expository texts, and applies sequence of events to clarify, discuss, and summarize a topic from a variety of texts. 42	<input type="checkbox"/> R.8.5 Distinguishes between fact and opinion in narrative and expository texts; states and paraphrases main idea or topic, and determines important details.	<input type="checkbox"/> W.8.5 Uses basic editing marks and reference sources to revise writing; verifies information; writes a final draft using the writing process

NINTH GRADE		
Listening/Speaking	Reading	Writing
The student uses the English language to interpret oral input, construct meaning, interact with confidence both verbally and nonverbally, and express ideas effectively in a variety of personal, social, and academic contexts. The student:	The student uses reading strategies, literary analysis, and critical thinking skills to construct meaning and develop an understanding as well as an appreciation of a variety of genres of both fiction and nonfiction. The student:	The student effectively communicates to a variety of audiences in all forms of writing through the use of the writing process, proper grammar, and age appropriate expressive vocabulary. The student:
<input type="checkbox"/> L/S.9.1 Listens and responds to a read aloud from a variety of fiction and nonfiction to analyze character development and setting, to determine tone, voice, and mood, and to make connections to the text.	<input type="checkbox"/> R.9.1 Analyzes the text, establishes purpose, states author's purpose, and distinguishes between text features.	<input type="checkbox"/> W.9.1 Uses transitional words, phrases, and clauses to connect ideas when constructing complex sentences.
<input type="checkbox"/> L/S.9.2 Listens and responds to, analyzes, gives, and discusses complex instructions; constructs complex sentences and statements to explain, describe, support, and discuss information; answers and formulates closed and open-ended questions.	<input type="checkbox"/> R.9.2 Analyzes context clues, reference sources, and other vocabulary expansion strategies to assess word meaning using prior knowledge to relate to new meaning; uses prefixes, suffixes, and root words to determine the meaning of unfamiliar, multiple-meaning, and compound words.	<input type="checkbox"/> W.9.2 Distinguishes appropriate and incorrect grammar structure; applies a variety of syntactic styles to write. 47
<input type="checkbox"/> L/S.9.3 Uses appropriate language structures to problem solve, explain a process, and express opinions integrating comparison and contrast statements; analyzes presentations.	<input type="checkbox"/> R.9.3 Analyzes characters and traits; explains setting in fiction and nonfiction; distinguishes between first person, third person, and omniscient point of view.	<input type="checkbox"/> W.9.3 Applies organizational patterns and the elements of descriptive, narrative, expository, and persuasive forms of writing to construct a composition.
L/S.9.4 Uses a variety of language patterns and structures to explain text, discuss topics and themes; expresses thoughts and opinions to analyze plot, problem and solution, as well as make predictions and inferences, and draw conclusions from listening to a variety of texts and multimedia sources.	R.9.4 Organizes plot; establishes cause and effect relationships; makes connections, predictions, inferences, draws conclusions, and classifies conflicts in narrative, expository, and persuasive texts.	W.9.4 Uses figurative language; writes different styles of poems.
<input type="checkbox"/> L/S.9.5 Explains the main idea or topic and important details from learned concepts or readings of a variety of expository texts; applies sequence of events to discuss and summarize text; compares and contrasts topics from a variety of texts. 46	<input type="checkbox"/> R.9.5 Distinguishes between fact and opinion in narrative and expository texts; states and paraphrases main idea and selects important details.	<input type="checkbox"/> W.9.5 Uses basic editing marks and revising techniques; uses reference sources to verify information; writes a final draft using the writing process.

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